orrespondence
struction
atalog

IVERSITY OF NORTH CAROLINA at CHAPEL HILL

Digitized by the Internet Archive
in 2012 with funding from
University of North Carolina at Chapel Hill

http://www.archive.org/details/universityofnort491970

UNIVERSITY OF NORTH CAROLINA
EXTENSION DIVISION

CORRESPONDENCE INSTRUCTION CATALOGUE

ANNOUNCEMENTS OF THE BUREAU OF
CORRESPONDENCE INSTRUCTION
1970

University Extension Services

The Extension Division is the administrative agency through which the University extends its services to the people.

In addition to CORRESPONDENCE INSTRUCTION described in this catalog, the University of North Carolina offers the following services to the people of the state:

AUDIOVISUAL EDUCATION. Audiovisual materials and services are available to schools, colleges, civic groups and other agencies. Films for community programs, business and industry, and other adult groups are made available each month through public libraries. Individuals may book films for use in conjunction with correspondence courses through their public libraries or through the regular film rental service of the Audiovisual Bureau.

CLASS INSTRUCTION. Extension courses, primarily graduate courses in professional education, are held both on and off the campus for teachers. Students who take courses in approved locations away from the campus may earn as much as six semester hours of graduate resident credit toward an advanced degree. Those who take courses in locations not approved for resident credit may earn graduate extension credit.

COMMUNITY ADULT EDUCATION. Consultative and instructional services are provided to community groups interested in developing local programs of adult and continuing education. For information and program assistance, call or write the Bureau of Community Adult Education, 218 Abernethy Hall, Chapel Hill, Telephone 933-1123.

EVENING COLLEGE. A two year program for undergraduates is offered on the campus during the regular academic year. Qualified students may earn as much as two years of the resident credits required for a degree.

RESIDENTIAL ADULT EDUCATION. This Bureau develops and organizes non-credit adult education programs and conferences to be held on the campus. Anyone interested in such programs should contact the office at 209 Abernethy Hall, Chapel Hill, telephone 933-1125.

SCHOOL SERVICES. Standardized tests are distributed to authorized health, educational, and business agencies. Faculty members of the University serve in an advisory capacity in evaluating new tests. High School Debating Contests and High School Academic Contests are available.

TABLE OF CONTENTS

	Page
UNIVERSITY EXTENSION SERVICES	2
ADMINISTRATIVE STAFF	5
CORRESPONDENCE INSTRUCTORS	7
GENERAL INSTRUCTIONS	9
REGISTRATION	9
Age and Education	9
Residence Regulations	9
Number of Courses	10
CREDIT	10
For Credit at UNC	10
For Credit at Other Colleges and Universities	11
Teacher Credit	11
Non-credit information	12
Graduate credit	12
Certificates	12
FOR THOSE IN SERVICE	13
United States Armed Forces Institute	13
INFORMATION FOR VETERANS	13
THE HONOR SYSTEM	14
TIME LIMITS	14
ASSIGNMENTS	14
Standards	15
GRADES	15
EXAMINATIONS	15
TRANSCRIPTS	16
TUITION AND FEES	17
Financial Assistance	17
TEXTBOOKS	17
HOW TO ENROLL	18
COUNSELING	19
WITHDRAWAL FROM A COURSE	19
CHANGE OF NAME OR ADDRESS	19
GENERAL COLLEGE REQUIREMENTS	21
COURSES OF INSTRUCTION	23
Art	23
Business Administration	23
Dramatic Art	24
Education	24

Table of Contents

Page

English 27
Geography 30
Geology 31
German 31
History 34
Italian 38
Latin 39
Mathematics 40
Music 41
Philosophy 42
Political Science 43
Religion 43
Russian 43
Sociology 44
Spanish 45

DENTAL PROGRAMS 46

N. C. STATE COURSES 50

NAME CHANGE FORM 51

ADDRESS CHANGE FORM 51

LIST OF N. C. EXAM CENTERS 53

LIST OF IN-SERVICE TEACHER COURSES 55

WITHDRAWAL FORM 59

NATIONAL UNIVERSITY EXTENSION ASSOCIATION 61

UNIVERSITY EXTENSION DIVISION

ADMINISTRATIVE STAFF

WILLIAM CLYDE FRIDAY, B.S., LL.B., L.L.D., *President of the University of North Carolina*

J. CARLYLE SITTERSON, Ph.D., *Chancellor of the University of North Carolina at Chapel Hill.*

CHARLES FREMONT MILNER, A.M., *Director, Extension Division*
WILLIAM W. KITCHIN, A.B., M.Ed., *Head, Bureau of Correspondence Instruction.*

PAUL F. FENDT, B.A., B.D., *Associate Head, Bureau of Correspondence Instruction.*

*THE ADMINISTRATIVE BOARD

NORTON LEWIS BEACH, Ed.D., *Dean of the School of Education and Professor of Education*

JAMES REUBEN GASKIN, Ph.D., *Professor of English, Professor of Linguistics, Slavic and Oriental Languages, and Director of the Summer Session.*

CLAUDE SWANSON GEORGE, JR., *Professor of Industrial Management and Associate Dean of the School of Business Administration.*

JOHN LASSITER SANDERS, J.D., *Associate Professor of Public Law and Government and Director of the Institute of Government.*

HARVEY L. SMITH, *Professor of Sociology in the Department of Sociology, Clinical Professor of Sociology in the Department of Psychiatry, Director of the Social Research Section of the Division of Health Affairs, and Director of the Center for Community Research Services.*

WESLEY H. WALLACE, *Associate Professor of Radio, Television, and Motion Pictures and Director of the Communication Center.*

* The Chancellor, The Provost, the Dean of Student Affairs, and the Director of Admissions are ex-officio members of the Board.

University Extension Division
THE UNIVERSITY OF NORTH CAROLINA
Chapel Hill, North Carolina 27514

Bureau of Correspondence Instruction

Dear Student:

On behalf of the faculty and staff of the Bureau of Correspondence Instruction, I want to thank you for your interest in our courses. These courses are listed and described in this catalog, along with the forms and information which you will need to enroll. If, however, there is any further information or advice that you may need, please let us know. We hope that you will feel free to call on us, now or later.

The course materials which you will receive when you enroll are written and selected by scholars of this university, and we are also especially proud of our faculty. Most are members of the full day faculty of the university, and all have been appointed with the approval of the Chancellor, and the University Department Chairman governing each subject. The names of our faculty are listed next in this catalog.

Welcome, from all of us, and cordial best wishes for success and satisfaction in your studies.

Sincerely,

William W. Kitchin

William W. Kitchin, Head
Bureau of Correspondence Instruction

INSTRUCTORS

All correspondence instructors approved by the Chancellor and the University Department Chairman.

Dock Wilson Adams, M.A., *Graduate Assistant in English*
Michael Angrosino, B.A., *Graduate Assistant in Anthropology*
Laurence G. Avery, Ph.D., *Assistant Professor of English*
Robert Addison Bain, Ph.D., *Associate Professor of English*
Hunter Ballew, Ph.D., *Associate Professor of Education*
Samuel Gill Barnes, Ph.D., *Associate Professor of English*
Dorothy J. Barton, R.D.H., *Dental Assisting*
Roger Evans Barton, D.D.S., *Professor of Dental Ecology and Director of Auxiliary Programs*
Doris Betts, *Lecturer in English*
Robert M. Bourdeaux, III, M.A., *Instructor in Education*
Douglas M. Campbell, B.A., *Graduate Assistant in Mathematics*
Dennis G. Donovan, Ph.D., *Associate Professor of English*
Gretchen Yost Dunn, B.A., *Graduate Assistant in Latin*
Ethel McKee Earl, R.N., C.D.A., *Instructor in Dental Assisting*
Charles Edward Eaton, M. A., *English*
James Michael Efird, Ph.D., *Associate Professor of Biblical Languages and Interpretation, Duke University Divinity School*
Waldemar Eger, M.A., *Instructor in German*
Walter Robert Fallaw, Jr., Ph.D., *Assistant Professor of History and Modern Civilization*
Glenda Christine Lape Flora, M.A., *English*
Eleanor Ann Forbes, B.S., *Assistant Professor of Dental Hygiene*
Mary Evelyn Fortune, M.S., *Instructor in Recreation Administration*
Tadeusz Zdzislaw Gasinski, Ph.D., *Assistant Professor of Slavic Languages*
William Monroe Geer, M.A., *Lecturer in Modern Civilization and Director of Student Aid*
James Logan Godfrey, Ph.D., *University Distinguished Professor of History*
Rucker Sterling Hennis, Jr., Ph.D., *Associate Professor of Education*
Robert W. Herrick, M.A., *Teaching Assistant in Philosophy*
Paul Barryman Hounshell, Ed.D., *Director, Institutes in Science and Associate Professor of Education*
Vinton Asbury Hoyle, Ph.D., *Professor of Mathematics*
Cardell K. Jacobson, M.A., *Graduate Assistant in Sociology*
Howard Maxwell Jernigan, B.S., *Graduate Assistant in Biochemistry*
Harriet Lowry King, M.A., *English*
Louise M. Lamont, A.B., *Dramatic Art*
Hugh Talmage Lefler, Ph.D., *Kenan Professor of History*
Frank Webb McCracken, III, B.S., D.D.S., *Assistant Professor of Prosthodontics*
Edward Hobson McGee, M.A., *Graduate Assistant in History*
Gary L. Maas, M.M., *Teaching Assistant in Music*
James Montgomery Meade, M.S., *Teaching Assistant in Geography*
Ancel Clyde Mewborn, Ph.D., *Associate Professor of Mathematics*
Vasa Mihailovich, Ph.D., *Associate Professor of Slavic Languages and Literatures*

Jerry Leath Mills, Ph.D., *Assistant Professor of English*
David Geeting Monroe, Ph.D., *Professor of Political Science*
Joseph Fred Moss, M.A., *Teaching Assistant in History*
Katherine B. Mouzon, B.S. in L.S., *Library Science*
Parker Bradley Nutting, M.A., *Teaching Assistant in History*
John Summers Oehler, Jr., M.A.T., *Teaching Assistant in Education*
Mary Kelsey Patterson, B.A., *Drama Critic*
James Welch Patton, Ph.D., *Professor of History*
Alice Allen Ray, M.S., *Graduate Assistant in Psychology*
David H. Reilly, Ed.D., *Assistant Professor of Education*
Wade Clark Roof, M.A., *Teaching Assistant in Sociology*
Lawrence Albright Sharpe, Ph.D., *Associate Professor of Spanish and Portuguese*
Hudson Wilson Shoulars, Jr., A.B., D.D.S., M.S., *Assistant Professor Periodontology and Oral Pathology*
Robert Franklin Steelman, M.A., *Graduate Assistant in Music*
William Douglas Strickland, B.S., D.D.S., *Associate Professor of Operative Dentistry*
Charles S. Stricklen, Jr., Ph.D., *Assistant Professor of History and Modern Civilization*
John Bright Sowter, D.D.S., M.Sc., *Professor of Prosthodontics*
Donald Gentry Tarbet, Ed.D., *Professor of Education*
Charles F. Thompson, M.F.A., *Graduate Assistant in Art History*
Walter Jacob Thomson, Jr., B.S., *Graduate Assistant in Mathematics*
Thomas L. Van Valey, M.A., *Graduate Assistant in Sociology*
Paul Woodford Wager, Ph.D., *Professor of Political Science, Emeritus*
Larry Nolan Walker, B.A., *Teaching Assistant in Political Science*
Patricia Koza Weissner, M.A., *Teaching Assistant in Romance Lanuguages*
Elizabeth Brown Wenzel, Ph.D., *Instructor in Evening College*
Walter Hall Wheeler, Ph.D., *Professor of Geology*
Matthew Thomas Wood, D.D.S., M.S., *Associate Professor of Prosthodontics*
Ralph Lee Woodward, Jr., Ph.D., *Associate Professor of History*
Charles David Wright, Ph.D., *Associate Professor of English*
Marvin D. Wyne, Ed.D., *Assistant Professor of Education*
Richard E. Ziegler, C.P.A., M.B.A., *Teaching Assistant in Accounting*

GENERAL INSTRUCTIONS

This catalog explains in detail the correspondence work offered at Chapel Hill by the Extension Division of the University of North Carolina.

Correspondence study is a method of learning through the directed study of textbooks and supplementary material, writing the answers to the questions, and developing lines of thought contained in each assignment. Each assignment includes: (a) full directions for study including references to textbooks; (b) suggestions and lecture material; (c) questions to be answered in writing. When a student registers for a course, he is provided a set of assignments. He does the work outlined in the first assignment and sends his paper to the Bureau of Correspondence Instruction and then begins work on the second assignment. At the University each paper is examined by an instructor, who carefully corrects and grades it and places on it constructive criticism and helpful suggestions for study.

Each correspondence course has been prepared by a member of the faculty so that it parallels the equivalent course given in residence and covers an equal amount of work for which equal credit is given. Although it may vary, a correspondence course usually has eight assignments per semester hour.

The courses offered at North Carolina State University at Raleigh are listed on page 50. Full information regarding them may be secured by writing to that institution.

REGISTRATION

Age and Education

The courses listed herein may be taken by anyone who is prepared to study them with profit. A mature person or group of persons, regardless of previous education, may register for any of the subjects listed in this bulletin, and the instructor will endeavor to adjust the course to the individual needs and interests. It is the responsibility of the student to meet all pre-requisites mentioned in the course descriptions. If there are any questions concerning eligibility to enroll in a course, the request should be made directly to the Head of the Bureau of Correspondence Instruction.

Residence Regulations

1. To students attending classes: University regulations do not permit you to enroll or to submit assignments while attending a regular session at UNC or another school. If you are in residence at UNC, you must secure the written approval of your Academic Dean in order to continue working on your correspondence course. In exceptional circumstances, permission may be granted. If you are in residence at some other school, you must secure written permission from the officials of the school you are attending. This written

permission must be filed in the Bureau for each semester and each summer session during which work is to be submitted.

Your course can be temporarily discontinued during the time you are in school without permission to submit assignments. If you will let us know each semester or summer session you are in residence, additional time will be allowed to complete the course later. If you fail to let us know you are in residence without permission, your course will expire thirteen months from the day you enrolled.

You may submit assignments during official school holidays and semester breaks without permission.

2. To correspondence students living in Chapel Hill who are not attending regular classes: Correspondence students who are not *bona fide* residents of Chapel Hill, and have recently terminated their University registration, must secure the written permission of the Academic Dean and the permission of the Head of the Bureau of Correspondence Instruction, to continue to submit correspondence course assignments if they continue to live in vicinity of Chapel Hill.

Number of Courses at one Time

Not more than two courses may be taken at one time.

CREDIT

Degree Credit at the University of North Carolina

1. Unless otherwise noted, all courses offered give credit toward bachelor's degrees at this institution.

2. Thirty semester hours (equivalent to one year of residence work) may be taken by correspondence toward a degree at the University in Chapel Hill.

3. The last year's work must be taken in residence. However, if a student, with the exception of one or two courses, has fullfilled the University requirement of taking the full work of the last academic year in residence, he may complete this work by taking correspondence courses from this University provided permission is secured from his dean.

4. To work out a systematic plan for taking correspondence instruction toward a bachelor's degree, study carefully the requirements for the General College found on pages 21 & 22.

5. If degree credit is desired at this branch of the University, an applicant for correspondence work must meet the University entrance requirements of at least sixteen acceptable units from an accredited high school. The high school record must be transferred to this University. Credit for work taken at other colleges must be properly transferred to this University and accepted by the examining committee.

6. A subject for which credit has already been given cannot be taken for credit by correspondence.

For Credit at Other Colleges and Universities

1. Those who expect to secure credit toward a degree, must, of course, satisfy the entrance and other requirements of the degree granting institution.

2. Credits earned through correspondence will be transferred to another institution when this request is made by the student. (See section on transcripts.) The University cannot determine the policy of other institutions in regard to accepting credit for correspondence work. There are very few accredited colleges or universities at this time, however, that do not accept credit for work completed through correspondence instruction in other accredited colleges and universities. There is usually interchange of credits between the various institutions which are members of the National University Extension Association. However, before enrolling, persons should confer with officials at the institution where credit is desired concerning course selection. Officials at the institution where credit is desired must determine whether or not our courses are equivalent. **The student is responsible for such investigation and consultation, and this Bureau cannot be responsible for incorrect course selection.**

3. A subject for which credit has already been given cannot be taken for credit by correspondence unless approval has been obtained from the institution where credit is desired.

Teacher Credit

North Carolina Teachers may earn credits toward certification by correspondence. The State Department of Public Instruction in North Carolina accepts credit earned before September 1st for that teaching year. Teachers needing credit for North Carolina certification should arrange to complete courses and examinations by August 15 in order to have credit reported by September 1st. **For full information about certification requirements, write the State Department of Public Instruction. We do not advise concerning course selection.**

Teachers who need professional courses must be sure to choose them in their own professional field. For instance, a primary teacher should not take a course in high school methods.

For renewing a certificate based on a bachelor's degree, six semester hours' work is required and may be taken by correspondence and/or extension courses. Any courses which do not duplicate those previously taken will be suitable, provided they are in areas or subjects specifically related to the needs of the individual in connection with his work. Credit may be either education or subject matter courses. Certificates based on more advanced degrees may not be renewed by correspondence.

Correspondence courses are available through the Special In-Service Teacher Education Program. Courses which may be taken through this In-Service Program are listed on page 13 of this catalog.

Teachers in Other States should secure prior approval of courses

selected from the department concerned in granting or renewing their certificates. The Office of Records and Registration will transfer credit to state departments of education to be applied toward teacher's certificates **when requested to do so.**

Non-Credit Information

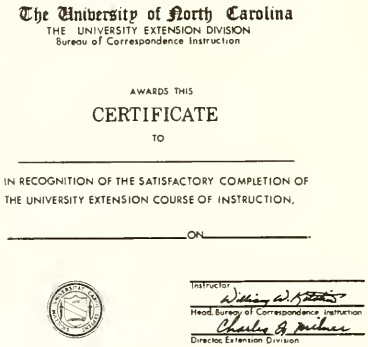
Those who do not desire or expect credit are permitted to register for any course for which they are qualified. Non-credit students are given the same careful instruction as those who study for credit. Special arrangements will be made with instructors to meet the requirements of adult students who, for various reasons, desire to continue studying without regard to credit. Any mature person or group of persons, regardless of previous education, may register for any of the subjects listed in this bulletin, and the instructor will endeavor to adjust the course to the individual needs and interests. Courses in philosophy, psychology, education, religion, and sociology are especially recommended for homemakers, social workers, parents, and teachers. Literary and civic club members will find courses in history, English, political science, foreign language, art, music, and dramatic art valuable. For those in business there are courses in business English, mathematics, etc.

Graduate Credit

No courses are offered for graduate credit. However, correspondence courses may be taken as part of a program toward a graduate degree when needed to make up deficiencies in undergraduate requirements.

Certificates

The Bureau of Correspondence Instruction presents every student who is not working for degree credit at this University with a certificate upon the successful completion of a correspondence course. A miniature of this certificate appears below:


The University of North Carolina
THE UNIVERSITY EXTENSION DIVISION
Bureau of Correspondence Instruction

AWARDS THIS

CERTIFICATE

TO

IN RECOGNITION OF THE SATISFACTORY COMPLETION OF
THE UNIVERSITY EXTENSION COURSE OF INSTRUCTION,

ON

Instructor
Head, Bureau of Correspondence Instruction
Director, Extension Division

FOR THOSE IN SERVICE

The United States Armed Forces Institute

The University of North Carolina is one of a number of colleges and universities selected by the United States Government to offer correspondence courses to those in service, the Government paying part of the expense. Military personnel of the United States Army, Air Force, Navy, Coast Guard and Marine Corps, whose applications have been approved, are eligible to enroll through the United States Armed Forces Institute. The following subjects are included in the University's approved courses: art, dramatic art, education, English, geography, German, history, Italian, Latin, mathematics, music, philosophy, political science, psychology, religion, Russian, sociology, Spanish, and other subject areas. A brochure giving full information is available and will be sent upon request. The student will pay a registration fee of $6.00 for each course and the amount required for the books. The Government pays the instructional fee.

In most courses, an examination will be required upon the completion of all assignments. It may be taken under the supervision of an Education Officer, or at an accredited college or university.

According to Government regulations, a course must be completed within twenty-four months from the date of enrollment, or one year from the date of discharge, providing the latter date does not exceed the former. The submission of one assignment during a twelve month period is required.

INFORMATION FOR VETERANS

1. Veterans should enroll in the same manner as a regular student, paying the regular course fees and the amount for books, lab fees, etc., at the time of enrollment.

2. He should complete the Application for Program of Education—VA form 21E-1990—(contact your local VA office) and send it with a reproduced, certified or official carbon of all reports of separation (DD24) to the VA Regional Office serving the area in which he resides. The Regional Office will issue certificates of eligibility. Two copies should be sent to the Bureau of Correspondence Instruction. One copy will be returned to the Regional VA Office, certifying the student's enrollment.

3. When the veteran's application is approved, he is eligible for reimbursement at the end of each quarter for the work which has been completed and serviced during the quarter. The veteran pursuing the course will be solely responsible for filing a quarterly progress report. He will secure his quarterly certification cards from his VA Office. The card must be completed by the veteran and mailed to the Bureau of Correspondence Instruction for certification, and it will be returned to the appropriate Regional Office.

4. In the case of any eligible veteran who is pursuing any program of education exclusively by correspondence, one-fourth of the

elapsed time in following such program of education shall be charged against the veteran's period of entitlement.

THE HONOR SYSTEM

Correspondence courses, like residence courses, are on the honor basis. The student body of the University has through a century of tradition developed an honor spirit and an honor system. A student who plagiarizes, copies, cheats, or in any way does dishonest work, is not only denied credit for the course, but may be dismissed from the University.

In correspondence study, work must be honest above all other qualities. Each correspondence student is on his honor to do only honest work. To make certain that there is no semblance of dishonor, it should be an unfailing practice never to refer to the textbook or any other materials or aids when writing answers to questions, unless specifically asked to do so. No credit will be given for a course in which the student has been false to the pledge of honor. No refund will be made in such a case.

TIME LIMIT

Students may enroll in a course at any time during the year. Courses should be completed within thirteen months from the original date of registration. Courses may not be completed in less than six and one half weeks from the date the first assignment is received in our office.

Students who are unable to complete their courses in the alloted thirteen months may obtain an additional six months by paying a $3.00 renewal fee. However, in some cases, such as the non-credit Dental Assistant Program, renewal periods will vary according to the course.

ASSIGNMENTS

1. The use of lightweight paper for assignments is recommended in order to save postage. Be sure to place enough postage on the envelope or package. Mail arriving with insufficient postage can be delayed by several days in reaching our office.

2. Each assignment covers approximately two days of residence work. An assignment is expected to require approximately six hours for preparation.

3. It is suggested that students send in at least one assignment a week.

4. While it is desirable that the student send in work regularly, at least one assignment each week, he has the privilege of sending it in as he is able to complete it, **provided he does not submit more than four assignments in each course within a seven day period.**

5. Assignments should be submitted one at a time. They will be returned to the student for study purposes as soon as they are examined. Ordinarily, corrected lessons are returned to the student

within a week. Prompt service cannot be guaranteed when professors are away from the campus during holidays and summer vacations, or at times when their campus work is extremely heavy, but this does not mean that you may not continue to send reports since the offices of the Bureau of Correspondence Instruction will be closed for short periods only.

6. Assignments, reports, and any rental materials must be returned to the Bureau and outstanding accounts cleared before a final grade or credit will be given.

Standards

The Bureau emphasizes the importance of the individual guidance of students by instructors. This involves the evaluation of students' work and the giving of helpful suggestions according to individual needs.

All students will be expected to submit their assignments in good form, grammatical and otherwise, acceptable to the instructor and in line with the requirements of the University. If an instructor in any department finds that the English composition of a student is below the standard, the symbol, cc (composition condition) may accompany the final grade, as for instances Bcc, Ccc, or Dcc. This will indicate that, although the instructor has accepted as satisfactory the student's knowledge of the subject matter of the course, the penmanship, punctuation, spelling, vocabulary, or organization of the written work is not up to the University standard. When the symbol cc is added to the course grade, the student may not receive credit for the course until the composition condition has been removed. A student receiving such a grade may remove the condition by completing the correspondence course English c0 with a grade of C.

GRADES

Examination and final course grades conform to the official University standards.

Grade A—Excellent

Grade B—Good

Grade C—Fair

Grade D—Barely passed

Grade E—conditioned (to be reworked)

Grade F—Failure (not to be reworked)

Grade I—Incomplete (to be reworked)

EXAMINATIONS

A final supervised examination must be passed if credit is to be given. Examinations must be taken at an accredited college, university, community college, or technical institute which is accessible to

the student. A list of examination centers in North Carolina may be found on page 53 of this catalog.

1. The exam requires two to three hours and must be taken at one sitting under supervision.

2. Examinations must be taken no later than one month after the last corrected report is returned, or earlier if the expiration date comes before that time. Ideally, the exam should be taken immediately after all assignments have been completed.

3. All corrected assignments should be reviewed and must be returned to the Bureau immediately before taking the examination. These assignments **cannot** be returned to you after the course is completed.

4. Examinations should be taken at least two weeks prior to the date credit is desired. Instructors may be away from Chapel Hill during University vacation periods, and delays may result at that time.

Who May Supervise your Examination

1. Examinations may be taken on Wednesdays and Thursdays (8:00-4:00) in our office, 114 Abernethy Hall, South Columbia Street, Chapel Hill, with seven days' advance notice. Send exact date and time, if you plan to come to Chapel Hill. You may not begin the examination after 1 p.m.

2. Examinations must be supervised at an accredited college, university, community college, or technical institute near you. The exam may be supervised by the Registrar or equivalent Admissions Official; an official of the Testing Bureau, Extension Division, or Guidance Department, or an Academic Department Head.

3. Only active military personnel may arrange examinations under the supervision of a base Education Officer.

TRANSCRIPTS

If you need a transcript by a particular date, you must arrange your work so that you can take the examination at least two weeks in advance of your deadline. **The Bureau of Correspondence Instruction cannot guarantee that a grade will be received by a particular date unless the student completes his assigned work and examination well in advance of that date.** Those needing credit for readmission or graduation from college should pay particular attention to this time limitation. Students needing credits reported before fall registration should complete all work no later than August 31st. Instructors may be out of town following the summer session, and delay may result. Teachers needing credit for North Carolina certification should arrange to complete courses by August 15th in order to receive credit for the next teaching year.

You will note when completing your application blank a section is provided for you to give the address of **one** institution to which

you wish a transcript sent. Requests for additional transcripts must be made to the **Office of Records and Registration, Hanes Hall, Chapel Hill, N. C. 27514, accompanied by your check or money order for $1.00.** Transcripts will be sent to the N. C. Department of Public Instruction, Raleigh, N. C., without charge from the Office of Records and Registration.

All assignments and rental materials must be returned and accounts cleared before a grade will be released or a transcript sent.

TUITION AND FEES

For Residents of North Carolina:

	Tuition	Fees	Total
2 semester hour course	$18.00	$13.00	$31.00
3 semester hour course	$27.00	$13.00	$40.00
4 semester hour course	$36.00	$13.00	$49.00

Additional charges will be made for special materials and services with a few courses and are indicated in the course descriptions.

For Non-residents of North Carolina:

	Tuition	Fees	Total
2 semester hour course	$25.00	$13.00	$38.00
3 semester hour course	$38.00	$13.00	$51.00
4 semester hour course	$50.00	$13.00	$63.00

Additional charges will be made for special materials and services with a few courses and are indicated in the course descriptions.

Financial Assistance

Students in correspondence courses who have financial need may apply for such assistance. Loans and a few scholarships (for students with exceptional academic record) are available. For information and application blanks write to the Director of Student Aid, 300 Vance Hall, University of North Carolina, Chapel Hill, N. C. 27514.

Under certain circumstances, the Vocational Rehabilitation Division of the State Department of Public Instruction will pay the fees for those who have a phyical disability. For full information, contact the Director, in Raleigh, N. C.

See also the information given in this catalog about the In-Service Teacher Education Program.

Veterans and military personnel are eligible to enroll under the Veterans' Administration. Full information will be sent upon request. See the "Information for Veterans" in this catalog.

BOOKS

A bookstore is maintained in the Bureau of Correspondence Instruction to furnish required texts. Required texts are listed with

each course. **Prices are subject to change.** If you wish to secure the texts from us, please complete the Book Order form which is included on the application for enrollment. Rented texts sent by the Bureau will be renewed automatically if not returned by the due date. Rented books should be returned to the Bureau at the completion of the course, or grades will be withheld.

Books for supplementary reading should be requested from the local public or county library. If the local library cannot supply these books, they may be obtained by having the local librarian request them through the North Carolina State Library, Raleigh, N. C. The librarian should use the standard American Library Association interlibrary form and should indicate that the request is being made for a student currently enrolled in a correspondence course. Students who live in towns or counties without library service may obtain books by writing directly to the State Library.

Out-of-state students receive library service from the North Carolina State Library only through local library agencies. Students who are not living in North Carolina should contact the local public library or other public institution which maintains a library whose inter-library loan policy would permit the borrowing of such books. The State Library can lend to out-of-state students only through such an arrangement.

Those out-of-state students who do not have a local library should contact the Bureau of Correspondence Instruction if the securing of supplementary materials cannot be arranged through a local agency.

HOW TO ENROLL

Read carefully all of the information given previously. Look through the list of courses and select one or two which you need or in which you are most interested. Confer with officials of the institution where credit is desired regarding the selection of your work. Fill out the application blank which is enclosed in the catalog. Detach and mail it with a check or money order to the Bureau of Correspondence Instruction, Chapel Hill, N. C. 27514. The check or money order should be made payable to the Bureau of Correspondence Instruction. Course fees must accompany the application blank.

Before mailing your application be sure to fill out every line of the application blank. If you are a school teacher be certain to give exact information concerning your teacher's certificate: i.e., kind (whether elementary, primary, grammar grade, or high school); class (whether A, B, or C); and number.

Textbooks will not be sent unless requested on the application blank. Those wishing to purchase texts should list them on the appropriate space provided on the application. Include an amount sufficient to cover the cost of the texts in your check, or request that they be sent C.O.D.

If you like, you may come directly to the Bureau offices (115 Abernethy Hall, UNC campus) to enroll.

COUNSELING

The Associate Head of the Bureau of Correspondence Instruction is available to counsel any student who chooses to use this service when a need arises. Students having difficulty in a course or those who are failing may want to write the Associate Head of the Bureau for assistance. An office appointment can be arranged if it is desired.

Technical questions relating to the specific course content should be directed to your course instructor.

General questions may simply be addressed to the Bureau of Correspondence Instruction.

DROPPING A COURSE

If for any reason you should decide that you must drop your correspondence course, please fill out the form on page 59 of this catalog and mail it to the Bureau of Correspondence Instruction.

CHANGE OF ADDRESS OR NAME

If your address or name changes during the time you are studying by correspondence, please fill out the form on page 51 of this catalog and mail it to the Bureau of Correspondence Instruction.

GENERAL COLLEGE REQUIREMENTS

The following information is inserted so that correspondence students may select their courses in line with the requirements for credit at the University of North Carolina should they desire to do so. Those interested in a bachelor's degree should be guided by the University Catalog. The University Catalog should be consulted for information regarding grade averages and other requirements for graduation. The courses recommended in the first two years are designed to provide a general, well-rounded, liberal education. The amount of correspondence work accepted for degree credit is explained in this catalog in the section on Credit.

With the exceptions and limitations noted hereafter, all General College students are required to complete in their freshman and sophomore years a program of twenty selected courses as well as the required courses in physical education (4 semesters). The twenty courses are ordinarily distributed as follows:

English
1,2,21

Social Sciences
Modern Civilization 1,2
and one other

Natural Sciences
3 courses (one must be physical, one must be biological, the third may be either or may be sophomore math)

Foreign Language
Through 21 (if continuation of high school language); 1,2,3,4, (if new language is elected)

Mathematics or Substitutes
Mathematics (1,2 or 15,31) or Latin or Greek (two courses in either) or two courses from Information Science 10, Philosophy 20, 21, 31, or one course in mathematics and one course from Information Science 10, Philosophy 20, 21, 31.

Electives
6 courses, which in some programs may be freely chosen by the student from the list of electives (see below) and in other programs will include specified courses required for a particular degree.

GENERAL COLLEGE ELECTIVES

These are courses recommended by the departments for students choosing electives at the freshman-sophomore level. Well qualified students, however, are not limited to this list in choosing electives, **but no General College Student may register for courses numbered above 99 without approval of the department and the dean.**

Underlined courses may not be taken for credit by students registered in the College of Arts and Sciences.

DIVISION OF THE FINE ARTS

Art	30, 35, 36, 37, 38*, 44, 45, 46
Dramatic Art	30*, 31, 51
Music	14*, 15*, 41, 42, 43, 44, 45, 47*, 48*
Radio	45, 58

* Offered by Correspondence Instruction.

DIVISION OF THE HUMANITIES[1]

Art	30, 35, 36, 37, 38*, 44, 45, 46
Classics:	Greek 1-2, 3, 4, 21, 22
	Latin 1*-2*, 3*, 4*, 21*, 22*, 51, 52, 53
	Classics 33, 34 (courses in English translation)
Dramatic Art	30*, 31, 51
English	22*, 23, 25, 26
German	1*-2*, 3*, 4*, 21*, 22*, 31, 32
History	21*, 22*, 23, 24, 25, 27, 28, 30*, 31*, 41*, 42*, 44*, 45*, 46*, 47*, 48*, 49*
Journalism	53
Music	14*, 15*, 41, 42, 43, 44, 45, 47*, 48*
Philosophy	20, 21*, 22, 31
Radio	45, 58
Religion	28*, 30, 32, 45
Romance Languages:	French 1-2, 3, 4, 14, 15, 21, 22, 40, 41, 50, 51, 52
	Italian 1*-2*, 3*, 4*, 14, 15, 50, 51
	Portuguese 1-2, 3, 4, 14, 15
	Spanish 1-2, 3*, 4*, 14, 15, 21*, 22*, 40, 41, 50, 51, 52
Russian	1*-2*, 3*, 4*, 21, 22, 31
Speech	37, 41, 44

DIVISION OF THE NATURAL SCIENCES

Astronomy	31, 32
Botany	11, 44
Chemistry	11, 11 Lab.), (12, 12L.), (21, 21L), (41, 41L), (42, 42L), 61, 62
Geography	38*
Geology	11, 41, 42*
Information Science	10
Mathematics	31*, 32*, 33*, 34
Philosophy	20, 21*, 22, 31
Physics	20, 24, 25, 26, 27, 37
Psychology[2]	26, 27, 28
Zoology	11, 41

DIVISION OF THE SOCIAL SCIENCES

Anthropology	41, 42
Economics	31, 32, 70
Education	41*
Geography	48
History	21*, 22*, 23, 24, 25, 27, 28, 30*, 31*, 41*, 42*, 44*, 45*, 46*, 47*, 48*, 49*
Philosophy	20, 21*, 22, 31
Physical Education	41 (Men), 42 (Women), 77
Political Science	41, 42, 51*, 52, 56
Sociology	51*, 52*

1. The School of Business Administration recommends the following electives in the humanities for those who wish a substitute for language 21: Art 30, 35, 36, 37, 38; Classics 33, 34, English 22*, 23, 25, 26; Music 41, 42, 43; Philosophy 20, 21, 22; Religion 28*, 30, 32, 45.

2. Psychology 28 may not be counted on to meet General College requirements in Laboratory Science.

* Offered by Correspondence Instruction.

COURSES OF INSTRUCTION

NOTE: With a few exceptions, the numbers are the same as in the University Catalog.

DEPARTMENT OF ART

c33. HISTORY AND INTERPRETATION OF PAINTING. (Credit, 3 semester hrs. 24 assignments. Mr. Thompson. Sopohmore, Junior, Senior elective.) This introductory course is designed to give the student the ability to understand and appreciate art by a study of artistic masterpieces from Antiquity through the Renaissance.

Texts:

Gombrich, *The Story of Art* (1968), $5.50
94 University Prints, set $2.50
37 Taurgo Prints, set $2.00

c38. SURVEY OF MODERN ART. (Credit, 3 semester hrs. 25 assignments. Mr. Zeigler.) Fundamental accounting principles the art of the eighteenth, nineteenth, and twentieth centuries. The important artists and their works are studied, along with the evolutionary changes in style and content. The student will learn to deal with pictures both critically and historically.

Texts:

Canaday, *Mainstreams of Modern Art* (1959), $12.95
Levey, Michael, *Rococo to Revolution* (1966), $3.95
Brion, Marcel, *Art of the Romantic Era* (1966), $3.95
Mathey, Francois, *The Impressionists* (1961), $3.95
Read, Herbert, *A Concise History of Modern Painting* (1962), $4.95
Read, Herbert, *A Concise History of Modern Sculpture* (1965), $3.95
Pevsner, Nicholas, *An Outline of European Architecture* (1963), $2.25

SCHOOL OF BUSINESS ADMINISTRATION

c71. ACCOUNTING PRINCIPLES I. (Credit, 3 semester hrs. 25 assignments. Mr. Zeigler.) Fundamental accounting principles applied to the recording of business activities and to the reporting of the financial results for single proprietorships and corporations.

Texts:

Finney and Miller, *Principles of Accounting—Introductory*, 6th Ed., $10.50
Accounting Forms for Solutions, Group B Problems in Finney and Miller, *Principles of Accounting—Introductory*, 6th Ed., $4.95
Wentworth, Montgomery, Gowen, and Harrell, *The Accounting Process—A Program for Self-Instruction* (1963), $4.50 (paperback)

DEPARTMENT OF DRAMATIC ART

c30. INTRODUCTION TO THE THEATRE. (Credit, 3 semester hrs. 24 assignments. Sophomore, Junior, Senior elective. Mrs. Louise Lamont.) Dramatic Art c30 is designed to give the student a general knowledge and understanding of the nature of the living theatre of the Western world from ancient Greece to the present. The syllabus from which the student studies was designed by John Christopher Whitty, Jr. In the 1968 competition sponsored by the National University Extension Association, this course was named best in the U.S.A. in the field of Literature and the Theatre. The six representative plays will be studied with emphasis placed on their theatrical merit rather than on their literary merit. Each play in the text is prefaced with interviews, essays, and recollections of memorable productions of that play. The novice to drama or the experienced will see the playwright, the era for which he wrote, and the kind of theatre for which he wrote. The teacher has an extensive background in professional and educational theatre. This course may be taken for credit or non-credit.

Texts:

Gooding, *Drama on Stage* (1961), $6.95
Whiting, *An Introduction to the Theatre,* (1969), $9.95

SCHOOL OF EDUCATION

c41. THE INTRODUCTION TO THE STUDY OF EDUCATION. (Credit, 3 semester hrs. 24 assignments. Professor Hennis.) A survey of education in the United States. Areas of study include organization and administration of education, history of education, problems and issues in education, and professional opportunities.

Texts:

DeYoung and Wynn, *American Education,* 6th Ed. (1968), $8.95
Hughes, *Education in America* (1965), $8.95
Latest Biennial Report of the Superintendent of Public Instruction of North Carolina, may be borrowed free of charge

c93. SURVEY AND EVALUATION OF BOOKS AND RELATED MATERIALS FOR CHILDREN. (Credit, 3 semester hrs. 25 assignments. Mrs. Mouzon.) This course is designed to acquaint students with the field of children's literature so that they may make use of its wide variety of materials in their work with children. The development of ability to know, select, and present literature to children in the first through the eighth grades.

Texts:

Hodges, *Books for Elementary School Libraries; an Initial Collection* (1969), $7.50
Johnson, Sickels, Sayers, *Anthology of Children's Literature,* 3rd Ed. (1959), $11.25

Eaton, *Read With Children* (1940), rent 75¢ for 2 months
Robinson, *Readings About Children's Literature* (1966), $3.95
Arbuthnot, *Children & Books*, 3rd Ed., (1964), rent, $1.85 for 2 months

c99. THE SECONDARY SCHOOL. (Credit, 3 semester hrs. 25 assignments. Professor Tarbet.) This course emphasizes the purpose and practices of the modern secondary school in providing for the education of the adolescent boy or girl. This includes a study of the purposes and objectives, the curriculum, including co-curricular activities, the guidance services, and stresses issues and trends in secondary education.

Texts:

Douglass, *Secondary Education in the United States* (1964), $6.75
Bent and Kronenberg, *Principles of Secondary Education*, 4th Ed. (1961), rent, $1.50 for 3 months
Gall and Hicks, *Modern Secondary Education* (1964), rent $1.25 for 3 months

c143. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES. (Credit, 3 semester hrs. 24 assignments. Mr. Bourdeaux.) The purpose of this course is to present the evolution of the educational practices and institutions of the United States. NOTE: **This course is accepted as the equivalent of History 170.**

Texts:

Edwards and Richey, *The School and the American Social Order*, 2nd Ed. (1963), $8.95
Gross and Chandler, *The History of American Education Through Readings* (1964), $4.95
Meyer, *An Educational History of the American People* (1967) $8.50

c155. THE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. (Credit, 3 semester hrs. 26 assignments. Professor Hounshell.) This course presents a philosophy underlying the teaching of science in the elementary school (including the seventh and eighth school years) and a complete coverage of procedures and equipment needed for carrying out a program in science in those years. It also seeks to give a background of understanding in different areas of science.

Texts:

Carin and Sund, *Teaching Science through Discovery* (1964), $8.95
Hone, *Teaching Elementary Science: Sourcebook for Elementary Science* (1962), $9.85
Blough, Schwartz, and Huggett, *Elementary School Science and How to Teach It*, 3rd Ed., $9.95

c156. MATHEMATICS IN THE ELEMENTARY SCHOOL. (Credit, 3 semester hrs. 24 assignments. Professor Ballew.) This course deals with the organization and selection of subject matter

in arithmetic with modern methods of teaching the subject in the elementary school.

Text:

Heddens, *Today's Mathematics: A Guide to Concepts and Methods in Elementary School Mathematics* (1964), $7.67

c160. CURRICULUM CONSTRUCTION. (Credit, 3 semester hrs. 25 assignments. Mr. Oehler.) The general principles and techniques of curriculum construction on both elementary and secondary school levels comprise the major part of the course. Special attention will be focused upon recent trends in curriculum revision and organization in modern schools.

Texts:

Gwynn, *Curriculum Principles and Social Trends*, 4th ed., (1969), $9.95

Lee and Lee, *The Child and His Curriculum* (1960), $6.95

c171. GROWTH AND DEVELOPMENT OF THE SCHOOL CHILD. (Credit, 3 semester hrs. 24 assignments. Professor Reilly.) A course designed to acquaint the student with the important areas of growth and development. An attempt is made to introduce relevant research which focuses on translation of growth and development principles into new concepts and methods as they might apply to the educational process.

Texts:

Hurlock, *Child Development*, 4th Ed. (1964), rent, $1.75 for 3 months

Baller, *Readings in the Psychology of Human Growth and Development* (1965), rent, $1.50 for 3 months.

Rosenblith and Wesley, *The Causes of Behavior II—Readings in Child Development and Educational Psychology*, 2nd Ed. (1966), rent, $1.50 for 3 months

c180. INTRODUCTION TO THE STUDY OF EXCEPTIONAL CHILDREN. (Credit, 3 semester hrs. 23 assignments. Professor Wyne.) This course is designed primarily for students who are planning to be or are already a part of the school setting. While the content of the course is geared to educators who serve exceptional children in the public schools, it is hoped that parents and others who in any way have contact with exceptional children will find their understanding increased. Its general purpose is to provide some insights into the terminology of exceptional children, how to identify them, what their basic characteristics generally are, their fundamental needs, the relationship of their major deviation to their mental health and that of their parents, and what school curriculums meet their needs.

Texts:

Dunn, *Exceptional Children in the Schools* (1963), $9.50

Bettelheim, *Love Is Not Enough* (1950), $1.50

Baruch, *One Little Boy* (1952), $1.85

DEPARTMENT OF ENGLISH

c0. ENGLISH COMPOSITION. (Non-credit. Fee, $45.00. 25 assignments. Mrs. Flora.) English c0 is especially concerned with mastery of the sentence as a grammatical unit, with clarity of thought and mechanical correctness as specific objectives. Students may remove composition conditions by completing this course with a grade of C.

Texts:

Smith, *From Thought to Theme* (1965), $4.25
Leggett, G. Mead, D., & Charvat, W., *Prentice-Hall Handbook for Writers,* 4th Ed. (1966), $4.95
Gibson, Byron H., *A Short Guide to Vocabulary & Spelling* (1966), $1.50

c1. ENGLISH COMPOSITION AND RHETORIC. (Credit, 3 semester hrs. 25 assignments. Mrs. Flora.) This course emphasizes the writing of effective paragraphs and their combination into longer compositions, culminating in a study of the research paper. Coincidental to the development of writing facility will be the development of facility in the close reading of essays.

Texts:

Kane and Peters, *Writing Prose: Techniques and Purposes* (1969), $4.75.
Hodges, *Harbrace College Handbook* (1967). $4.50
Upon request: *The American College Dictionary,* $6.95

c2. ENGLISH COMPOSITION AND RHETORIC. (Credit, 3 semester hrs. 24 assignments. Mrs. Flora.) The purpose of English c2 is to develop fluency and effectiveness in writing and to develop critical and thoughtful reading habits. Although there is a limited review of punctuation and grammar, the emphasis is on using these for more effective writing rather than on learning basic principles.

Texts:

Baker, *The Practical Stylist* (1962), $2.50
Baker, *The Essayist* (1963), $2.95
Sale, *Wuthering Heights, Emily Brontë,* (Norton Critical Edition) (1963), $1.95
Upon request: *American College Dictionary,* 1961 or later) $6.95

c21. ENGLISH LITERATURE. (Credit, 3 semester hrs. 25 assignments. Professor Barnes.) This course is an introduction to English literature through the study of representative works of Chaucer, Shakespeare, and Milton.

Texts:

Dunn, *A Chaucer Reader* (1952), $3.25
Craig, *An Introduction to Shakespeare* (1952), $3.95
Hanford, *The Poems of John Milton,* 2nd Ed. (1953), $5.50
Thrall, Hibbard, and Holman, *A Handbook to Literature* (1960), $4.95

c22. ENGLISH LITERATURE. (Credit, 3 semester hrs. 25 assignments. Mrs. King. Sophomore elective.) A survey of English literary masterpieces of the 18th and 19th centuries from Swift through Arnold.

Texts:

Baugh and McClelland, *English Literature: A Period Anthology* (1954), $11.50
Shelley, *Frankenstein*, 95¢
Dickens, *Great Expectations*, 95¢
Defoe, *Robinson Crusoe*, 45¢
Smollett, *Humphry Clinker*, paperback, $1.95

c32. BUSINESS ENGLISH. (Credit, 3 semester hrs. 23 assignments. Mr. Adams.) A course in the vocabulary, forms and literature of the business profession with special attention to letters of application and inquiry; routine, collection, adjustment and sales letters, business reports, and technical articles. Specimen letters are studied and criticized and actual business problems solved through written work.

Texts:

Menning and Wilkinson, *Communicating Through Letters and Reports* (1967), 4th Ed., $9.75
Lesikar, *Report Writing for Business* (1969), $8.95

c32a. BUSINESS ENGLISH. (Credit, 2 semester hrs. 16 assignments. Mr. Adams.) This course is similar to English c32. Students should not take both courses.

Text:

Menning and Wilkinson, *Communicating Through Letters and Reports* (1967), 4th Ed., $9.75

c34F. CREATIVE WRITING: THE SHORT STORY. (Credit, 3 semester hrs. 20 assignments. Mrs. Betts.) Students are introduced to the practice of basic fiction techniques and write numerous short papers as well as three full stories, one of which will be revised as a final examination. Thirty-two literary stories by well known writers will be read and analyzed. Each student is required to keep a journal for which supplementary assignments are made. Emphasis on individual creative work and a tutorial relationship with the instructor.

Texts:

Meredith & Fitzgerald. *The Professional Story Writer and his Art* (1963), $2.95
Dietrich & Sundell. *The Art of Fiction* (1967), $4.50

NOTE: *Applicants for English c34F and English c35 who are not working for degree credit should send to the Bureau, for the instructor's consideration, a sample manuscript of their work and a fee of $1.00. They will be advised to enroll for English c34F or English c35 on the basis of the manscript.*

c35. CREATIVE WRITING: THE SHORT STORY (Advanced). (Credit, 3 semester hrs. 25 assignments. Prerequisite, English

c34F or equivalent. Mr. Eaton.) The major aim of this course is to discover and develop the creative writing abilities of students in the planning and preparing of short stories. There are no set assignments but students accomplish the equivalent of three semester hours' work by writing five or six stories.

No text.

c36. ENGLISH GRAMMAR. (Credit, 3 semester hrs. 25 assignments. Professor Donovan.) A study of modern English grammar with special attention to such current problems as the confusion of grammatical terminology, attacks on traditional rules, conflict between prescriptive and descriptive grammar. The course is designed especially for prospective English teachers, but others may take it.

Texts:

Sledd, *A Short Introduction to English Grammar* (1959), $6.95
Upon request: Baugh, *A History of the English Language*, rent, $1.25 for 3 months (1957)

c43. THE ENGLISH NOVEL. (Credit, 3 semester hrs. 25 assignments. Professor Barnes.) This is a course in the development of the English novel, particularly in the eighteenth and nineteenth centuries. Special attention is given to works by Fielding, Smollett, Jane Austen, Scott, Dickens, Thackeray, and George Eliot.

Texts:

Wagenknecht, *Cavalcade of the English Novel* (1954), $9.50
Fielding, *Tom Jones*, paperback, $2.00
Smollett, *Humphry Clinker*, paperback, $1.95
Austen, *Pride and Prejudice*, paperback, 45¢
Scott, *The Heart of Midlothian*, paperback, $1.95
Thackeray, *Vanity Fair*, paperback, 95¢
Eliot, *Adam Bede*, paperback, 60¢
Dickens, *Little Dorrit*, $2.75

c58. SHAKESPEARE. (Credit, 3 semester hrs. 25 assignments. Dr. Mills.) A study of Shakespeare's plays. About twenty representative comedies, tragedies, and histories will be studied. Recorded plays are available on a rental basis.

Texts:

Neilson and Hill, *The Complete Plays and Poems of William Shakespeare*, New Cambridge Ed. (1942), $11.25
Upon request only: Records, 33⅓ r.p.m., *Hamlet*, with John Gielgud, rent, $4.00 for 1 month

c72. THE CHIEF ROMANTIC POETS. (Credit, 3 semester hrs. 25 assignments. Dr. Wenzel.) This is a course in the poetry of the English Romantic Period. The purpose of the course is acquaintance with the best poetic thought and feeling of a literary period which has left a profound impression upon modes of thought and feeling today. The poetry of the six leading Ro-

mantic poets, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats will be covered, as well as some prose by these and other writers of the period. A few selected poems will be read intensively. Students are given detailed help in how to read poetry.

Texts:

Perkins, David, ed., *English Romantic Writers* (1967), $10.95
Abrams, M. H., *A Glossary of Literary Terms*, rev. English pamphlets (1957), $1.50

c81. AMERICAN LITERATURE: BEGNNINGS TO 1865. (Credit, 3 semester hours, 25 assignments, Professor Bain.) This course is a survey of American writing from the beginnings to 1865. The course begins with a brief examination of selected works of such figures as Edward Taylor, Benjamin Franklin, and Jonathan Edwards. But the major focus of the course will fall upon the following 19th century writers: Emerson, Thoreau, Poe, Hawthorne, and Melville.

Texts:

Bradley, Sculley, Beatty, & Long, *The American Tradition in Literature*, Vol. I, 3rd ed. (1967), $5.95
Thrall, Hibbard, & Holman, *A Handbook to Literature*, (1960), $4.95

c95. ENGLISH AND AMERICAN DRAMA OF THE TWENTIETH CENTURY. (Credit, 3 semester hrs. 24 assignments. Professor Avery.) Modern American and English drama with emphasis on works since the 1920's and such playwrights as O'Neill, Odets, Albee, and Pinter.

Texts:

Anderson, *Four Verse Plays* (1959), $2.25
Clurman, ed., *Famous American Plays of the 1930's* (1959), 75¢
Kernan, *Classics of the Modern Theater* (1965) $4.50
Macgowan, *Famous American Plays of the 1920's* (1959), 95¢
Rice, *Three Plays* (1965), $1.75
Pinter, *The Homecoming* (1965), $1.95
Shaw, *Plays* (1960), 75¢
Strindberg, *Seven Plays* (1960), 95¢
Warnock, *Representative Modern Plays, American* (1952)
Weiss, *Marat/Sade* (1965)

DEPARTMENT OF GEOGRAPHY

c38. INTRODUCTION TO GEOGRAPHY. (Credit, 3 semester hrs. 25 assignments. Mr. Meade.) A study of the physical basis of geography with emphasis on the interrelationships among climate, landforms, natural vegetation, and soils.

NOTE: *UNC students, upon completion of this course, may not take only laboratory work to convert this course to the residence course for purposes of: (1) receiving 4 credits instead of 3, or (2) meeting part of the University graduation requirement regarding laboratory science. Students completing satis-*

factorily either the correspondence course or the residence course may not take the other course for credit.

Texts:

Kendall, Glendinning, and MacFadden, *Introduction to Geography*, 3rd Ed. (1962), $9.75
Goode, *World Atlas*, 11th Ed. (1960), rent, $1.50 for 3 months

c157. GEOGRAPHY OF ANGLO-AMERICA. (Credit, 3 semester hrs. 25 assignments. Mr. Meade.) Topical and regional geography of America north of the Rio Grande, including elements of the physical, economic, and cultural landscape. The course begins with an examination of several topical subjects including map interpretation and the physiography and climate of Anglo-America. Thereafter, Anglo-America is divided into regions that are examined separately. After all the regions have been covered, the last several assignments return to topical themes.

Text:

White, Foscue and McKnight, *Regional Geography of Anglo-America*, 3rd. ed. (1964), $10.50.
Oxford Regional Atlas of the U.S. and Canada, $5.95. Maps, 48¢

DEPARTMENT OF GEOLOGY

c42. HISTORICAL GEOLOGY. (Credit, 4 semester hrs. 30 assignments. Dr. Wheeler). Presents to the student an organized picture of the history of the earth and its physical features as well as a brief survey of the history of life on earth. An introduction to certain principles—such as organic evolution, fossilization, the origin of rocks and landforms, and the interpretation of geologic maps—forms the basis on which the facts of earth history may be understood and related. Laboratory materials will be furnished by the Bureau of Correspondence Instruction.

Texts:

Spencer, *Basic Concepts of Historical Geology* (1962). $9.95
McAlester, *The History of Life* (1968), $2.50
Lobeck, *A Physiographic Diagram of the U.S.*, $1.00
Lobeck, *Geologic Map of the U.S.* $1.20
Raisz, *Landforms of the United States* (1957), $.75
Lab Fee $10.00

DEPARTMENT OF GERMANIC LANGUAGES

NOTE: *The German Department will accept no more than six semester hours' credit of German by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c1. ELEMENTARY GERMAN. (Credit, 3 semester hrs. 25 assignments. Professor Reichert, staff.) A basic course which seeks

to develop reading skill by teaching both the principles of grammar and oral reading fluency (pronounciation and intonation). The use of the tapes or recordings of the reading material is required.

Texts:

Schinnerer, *Beginning German*, Rev. Ed. (1956), $5.25
Meyer, *Auf dem Dorfe* (1964), $1.50
EITHER records (33⅓ r.p.m.), $7.50
OR tapes: 3¾ inches per second, $5.50 double track or $7.50 single track
7½ inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c2. ELEMENTARY GERMAN. (Credit, 3 semester hrs. 25 assignments. Professor Reichert, staff. Prerequisite, German 1 or the equivalent.) This is a secondary course in which reading skill is further developed and the principles of grammar briefly reviewed. From the first readings in simplified German the student is gradually led to the superb style of the Austrian writer, Arthur Schnitzler. The use of records or tapes is required.

Texts:

Schinnerer, *Continuing German*, Rev. Ed. (1956). Used copies only
Meyer, *In der Stadt* (1964), $1.50
Schnitzler, *Der blinde Geronimo und sein, Bruder*, (1959), $1.30
Goedsche and Glaettli, *Sutter*, Book I (1955), 90¢ (optional)
Goedsche and Glaettli, *Steuben*, Book II (1955), 90¢ (optional)
EITHER records (33⅓ r.p.m.), $7.50
OR tapes: 3¾ inches per second, $5.50 double track or $7.50 single track
7½ inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c3-c4. INTERMEDIATE GERMAN. (Credit, 3 semester hrs. 25 assignments each. Professor Reichert, staff. Prerequisite, German 1 and 2 or equivalent.) These courses are designed to develop speed and accuracy in reading German, and to acquaint the student with some of Germany's outstanding prose writers. German c3 entails, in addition to the reading, a thorough grammar review. German c4 includes works by Eichendorff, Hesse, and Mann, and introduces an easier work by Kästner for sight reading.

Texts:

German c3
Röseler, *German in Review*, 3rd Ed. (1961), $4.60
Hesse, *Knulp*, (1932), $2.25
Fleissner, *Deutsches Literatur Lesebuch*, 3rd Ed. (1959), $3.20
German c4
Eichendorf, ed. Osthaus, *Aus dem Leben eines Taugenichts* (1892), $3.00
Mann, ed. Kelly, *Tonio Kröger* (1959), $1.95

Hesse, ed. Peebles, *Drei Erzählungen* (1950), rent, $1.00 for 3 months
Kästner, *Emil und die Detektive*, Rev. Ed. (1945), $3.60

c21. GERMAN LITERATURE. (Credit, 3 semester hrs. 25 assignments. Professor Reichert, staff. Prerequisite, German 1-2-3-4 or equivalent.) German c21 is an introductory course in modern German literature (1870-1950), which serves both to further reading aptitude and to acquaint the student with eminent authors of this period.

Texts:
Feise and Steinhauer, *German Literature Since Goethe, Part Two: An Age of Crisis, 1870-1950* (1958), $5.25
Feise and Steinhauer, *General Vocabulary to German Literature Since Goethe*, 60c

c22. GERMAN LITERATURE. (Credit, 3 semester hrs. 25 assignments. Professor Reichert, staff. Prerequisite, German 1-2-3-4 or equivalent.) German c22 covers the period from 1770-1870, emphasizing the German classical writers including Goethe, Schiller, Kleist, and Grillparzer.

Texts:
Grabert and Mulot, *Geschichte Der Deutschen Literatur*, $3.80
Grillprizer, ed. Meyer, *Der Traum ein Leben* (1902), 50¢
Lohan, *The Golden Age of German Literature*, 2nd Rev. Ed. (1945), $3.75

c24. EXPOSITORY GERMAN. (Credit, 3 semester hrs. 25 assignments. Professor Reichert, staff. Prerequisite, German 4 or equivalent.) Readings in modern German prose in the fields of science, philosophy, literature and fine arts. Essays by such writers as Einstein, Planck, Freud, Nietzsche, Jaspers, Schweizer, Gropius. NOTE: Copious explanations of difficult grammatical constructions are supplied for each essay. Graduates will also find the course valuable as an aid in preparing for the language examinations required for an advanced degree. The course is open to those who have completed the equivalent of four courses in German and have a basic knowledge of German vocabulary and grammar. German c24 may be substituted for German 21 to satisfy the language requirement for non-majors.

Text:
Lehmann, Rehder, & Beyer, *Spectrum* (1964), $8.95

c153. MODERN GERMAN DRAMA (Credit, 3 semester hrs. 25 assignments. Professor Reichert. Prerequisite, German 22 or equivalent.) German c153 provides an introduction to modern German drama (since 1890) and is the counterpart of German 153 given at the University of North Carolina. The purpose of German c153 is threefold: (1) to increase reading skill, (2) to acquaint the American student with some famous modern

plays by eminent German dramatists, (3) to provide an insight into the cultural and intellectual trends in Germany since 1890—modern times.

Texts:

Lohner, Edgar and Hannum, Hunter. *Modern German Drama* (1966), $7.95

Any good medium-sized German-English dictionary.

DEPARTMENT OF HISTORY

c1. MODERN CIVILIZATION. (Credit, 3 semester hrs. 24 assignments. Professor Fallaw.) This is an historical study of the institutions of western civilization, designed to promote an understanding of the social, political, and economic aspects of the modern world.

Texts:

Brinton, Christopher, & Wolff, *A History of Civilization: Prehistory to 1715*, 3rd Ed. (1967), Volume I, $10.95

Knoles & Snyder, *Readings in Western Civilization: The Ancient Near East to 1715*, 4th Ed. (1968), $4.25

Wright, *The Democratic Experience* (1968), rent, $1.00 for 1 mo.

Palmer & Colton, *A History of the Modern World*, 3rd Ed. (1965), rent, $1.80 for 3 mos.

c2. MODERN CIVILIZATION. (Credit, 3 semester hrs. 25 assignments. Professor Fallaw.) This is a continuation of Modern Civilization c1, to be taken only by those who have had that course or the equivalent.

Texts:

Brinton, Christopher, & Wolff, *A History of Civilization: 1715 to the Present*, Volume II, 3rd Ed. (1967), $10.95

Knoles, George H. & Snyder, Rixford R., *Readings in Western Civilization*, Volume II, 4th Ed. (1968), $4.25

Palmer, R. R. & Colton, Joel, *A History of the Modern World*, 3rd Ed. (1965), rent, $1.80 for 3 months

Wright, Louis, *The Democratic Experience* (1968), rent, $1.00 for 1 month

c21. AMERICAN HISTORY. (Credit, 3 semester hrs. 25 assignments. Sophomore, junior, senior elective. Professor Patton.) A general survey of the history of the United States beginning with Columbus' discovery of America and ending with the Reconstruction period following the Civil War.

Text:

Barck and Lefler, *A History of the United States to 1877*, Vol. I., (1968), $7.75

c22. AMERICAN HISTORY. (Credit, 3 semester hours, 25 assignments. Sophomore, junior, senior elective. Professor Patton.) A general survey of the history of the United States from the end of the Civil War to the present.

Barck and Lefler, *A History of the United States Since 1865*, Vol. II, (1968), $8.50

c30. RUSSIA FROM EARLIEST TIMES TO THE EMANCIPATION OF THE SERFS, 862-1861. (Credit, 3 semester hrs. 24 assignments. Sophomore, junior, senior elective. Mr. Moss.) Consideration will be given to the political, economic, religious, and cultural trends which underlie the development of the Russian state and society and their positions in the modern world.

Texts:

Riasanovsky, *History of Russia* (1963), $8.50
Riha, ed., *Readings in Russian Civilization* (1964):
Vol. I, "Russia Before Peter the Great, 900 to 1700," $3.95
Vol. II, "Imperial Russia, 1700 to 1917," $3.95
Harcave, *Readings in Russian History*, Vol. I (1962), $4.50

c31. RUSSIA AND THE SOVIET UNION FROM 1861 TO THE PRESENT. (Credit, 3 semester hrs. 24 assignments. Sophomore, junior, senior elective. Mr. Moss.) A survey of the history of Russia from 1861 through modern times. This course enables the student to obtain some insight into the political, religious, and cultural trends which underlie the development of Russian state and society and their positions in the modern world.

Texts:

Riasanovsky, *History of Russia* (1963), $8.50
Riha, ed., *Readings in Russian Civilization* (1964):
Vol. II, $3.95
Vol. III, $3.75
Harcave, *Readings in Russian History*, Vol. II (1962), $3.75
Hook, *Marx and the Marxists* (1955) Anvil #7, $1.45

c41. ANCIENT HISTORY. (Credit, 3 semester hrs. 24 assignments. Sophomore, junior, and senior elective. Mr. Nutting.) A course dealing with the history of the Orient, Greece, and Rome to the time of Constantine. Particular attention will be paid to social and economic conditions, and cultural and religious developments.

Text:

Roebuck, *The World of Ancient Times* (1966), $8.95

c42. MEDIEVAL HISTORY. (Credit, 3 semester hrs. 24 assignments. Sophomore, junior, senior elective. Mr. Nutting.) This course deals with the history of Western European civilization during the Middle Ages (300-1500). Special emphasis is given to the economic-social and cultural developments during the late Roman Empire, the so-called "Dark Ages," the age of the Crusades and the Renaissance.

Texts:

Stephenson, *Mediaeval History: Europe from the Second to the Sixteenth Century*, 4th Ed. (1962), $9.75
Downs, *Basic Documents in Medieval History* (1959), $1.95
Maps, 20¢

c44. ENGLISH HISTORY (Credit, 3 semester hrs. 25 assignments. Sophomore, junior, senior elective. Professor Godfrey.) This course is a survey of English history from the earliest times to 1714. It includes the Anglo-Saxon period, the Norman conquest, the feudal period, the Tudor monarchy, the constitutional struggles of the seventeenth century, and the end of the Stuart monarchy.

Text:

Smith, *A History of England*, 3rd Ed. (1966), $8.95

c45. ENGLISH HISTORY (Credit, 3 semester hrs. 25 assignments. Sophomore, junior, senior elective. Professor Godfrey.) This course begins with 1715 and comes to the present. It deals with the Hanoverians, the American Revolution, the Napoleonic era, the Industrial Revolution, and the great social and economic changes of the nineteenth and twentieth centuries as England changed from a laissez-faire economy to a welfare state.

Texts:

Smith, *A History of England*, 3rd Ed. (1966), $8.95
Trevelyan, *History of England*, Vol. III (1954), $1.25

c46. LATIN AMERICAN HISTORY: COLONIAL AND REVOLUTIONARY PERIODS. (Credit, 3 semester hrs. 24 assignments. Professor Woodward. Sophomore, junior, senior elective.) History c46 surveys the development of Latin America from its pre-Columbian Indian civilizations to the establishment of independent governments in most of the region during the first quarter of the nineteenth century. As well as the political institutions and organization, the economic, social, and cultural progress is studied.

Texts:

Fagg, *Latin America: A General History* (1969), $9.95
Bannon, ed., *The Spanish Conquistadores, Men or Devils?* (1960), $.95
Pike, ed., *The Conflict Between Church and State in Latin America* (1964), $2.50
Whitaker, ed., *Latin America and the Enlightenment* (1960), $1.75
Maps 40¢

c47. LATIN AMERICAN HISTORY: NATIONAL PERIOD. (Credit, 3 semester hrs. 24 assignments. Professor Woodward, Sophomore, junior, senior elective.) This course surveys the development of civilization in Latin America from the establishment of its independence from European powers to the present. The course deals not only with the internal history of the Latin American nations, but also with their relations with one another and with the role of that region in the world. By exploring the major trends and movements in the political, cultural, social, and economic life of the area, the course

enables the student to make meaningful interpretations of Latin America's past.

Texts:

Fagg, John E., *Latin America: A General History* (1969), $9.95
Bierck, ed., *Latin American Civilization: Readings and Essays* (1967), $4.95

c48. MODERN EUROPEAN HISTORY, 1500-1815. (Credit, 3 semester hrs. 24 assignments. Professor Stricklen.) An introductory survey of the history of Europe from about 1450 to 1815.

Texts:

Lee, *Base Map for European History* (1937), 15¢
Clough, *et al, Early Modern Times*, Vol. II (1964), $4.95
Palmer, *Historical Atlas of the World*, 95¢
Rowen, *From Absolutism to Revolution, 1648-1898* (1963), $2.50
Elton, ed., *Renaissance and Reformation: 1300-1648* (1963), $2.50

c49. MODERN EUROPEAN HISTORY SINCE 1815. (Credit, 3 semester hrs. 24 assignments. Professor Stricklen.) History c49 is an introductory course in the history of Europe since 1815.

Texts:

Ausubel, ed., *The Making of Modern Europe*, Vol. II: *Waterloo to the Atomic Age* (1951), $8.95
Clough, *et al, The European Past*, Vol. II: *Since Waterloo* (1964), $4.25
Clough, *et al, Modern Times: A History of the Western World* (1964), $5.20
Fox, *Atlas of European History* (1957), $3.95
Weber, ed., *The Western Tradition from the Enlightenment to the Atomic Age*, 2nd Ed., (1965), $4.25

c143. AMERICAN DIPLOMATIC HISTORY. (Credit, 3 semester hrs. 25 assignments. Mr. McGee. Junior-senior elective. Prerequisite, American History.) This course is a chronological treatment of American foreign relations from 1763 to 1953. It discusses important characters and events in our diplomatic history and traces the origin and development of basic trends in our foreign policy.

Text:

Bailey, *A Diplomatic History of the American People*, 7th Ed. (1964), $8.95

c161. NORTH CAROLINA, 1584-1835. (Credit, 3 semester hrs. 25 assignments. Professor Lefler. Junior-senior elective.) A survey of the political, social, economic, and cultural development of North Carolina from the first settlement until 1835.

Texts:

Lefler and Newsome, *North Carolina: The History of a Southern State* (1963), $5.90
Lefler, *North Carolina History Told By Contemporaries*, 4th Ed. (1965), $7.50

c162. NORTH CAROLINA, 1835-1969. (Credit, 3 semester hrs. 25 assignments. Professor Lefler. Junior-senior elective.) A survey of political, economic, social, and cultural development in North Carolina since 1835.

Texts:
Same texts as for History c161

c170. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES. For full information, see description of Education c143 under Department of Education.

ITALIAN

NOTE: *The Department of Romance Languages will accept no more than six semester hours' credit of Italian by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c1. ELEMENTARY ITALIAN. (Credit, 3 semester hrs. 24 assignments. Mrs. Weissner.) This course aims at a thorough knowledge of the basic grammatical patterns so that the student may not only acquire a good level of proficiency in Italian conversation, but also grasp the general principles governing the structure of the language.

Texts:
Hall and Bartoli, *Basic Conservational Italian* (1963), $6.40
Recordings, $8.95. (33⅓ r.p.m.)

c2. ELEMENTARY ITALIAN. (Credit, 3 semester hrs. 24 assignments. Mrs. Weissner. Prerequisites, Italian c1 or equivalent.) This course, a continuation of Italian c1, is designed to develop reading and writing skills in addition to guiding the student toward further mastery of the fundamentals of the Italian language.

Texts:
Hall and Bartoli, *Basic Conversational Italian* (1963), $6.40
Speroni and Golino, *Panorama Italiano*, (1960), $5.20
Recordings, $8.50 (33⅓ r.p.m.)

c3. INTERMEDIATE ITALIAN. (Credit, 3 semester hrs. 24 assignments. Mrs. Weissner. Prerequisites, Italian c1 and c2 or equivalent.) This course is designed to develop further the student's knowledge of the Italian language with emphasis on reading and writing.

Texts:
Young and Cantarella, *Corso d'Italiano* (1942), $6.50
Marraro, H. R., *Scrittori Italiani Moderni* (1960), $3.50

c4. INTERMEDIATE ITALIAN. (Credit, 3 semester hrs. 24 assignments. Mrs. Weissner. Prerequisites, Italian c1, c2, and c3, or equivalent.) A continuation of Italian c3, this course aims at a thorough knowledge of the Italian language through reading a varied spectrum of Italian contemporary prose and writing in Italian on a variety of given topics.

Texts:

Young and Cantarella, *Corso d'Italiano* (1942), $6.50
Olken and Musa, *Strada Facendo* (1966), $6.50
Olken, ed., *Racconti del Novecento: Forti e Deboli* (1966), $3.25

LATIN

c1. ELEMENTARY LATIN. (Credit, 3 semester hrs. 24 assignments. Mr. Curtis.) This course is concerned with introducing the student to the principles of Latin necessary for the translation of Latin into English. A pronunciation record is required.

Texts:

Ullman, Henderson, and Henry, *Latin for Americans, First Book* (1962), $5.28
Recording, $2.50

c2. ELEMENTARY LATIN. (Credit, 3 semester hrs. 24 assignments. Mr. Curtis.) This course is designed primarily to develop the ability to read and translate Latin prose. Two books of Caesar's *Gallic Wars* will be read.

Texts:

Ullman, Henderson and Henry, *Latin for Americans, Second Book* (1962), $5.56

c3. INTERMEDIATE LATIN. (Credit, 3 semester hrs. 24 assignments. Mr. Curtis. Prerequisite, two years of high school Latin, or two semesters of college Latin.) The course comprises the translating of Cicero's *First Oration against Cataline* and *In Defense of Archias*. Attention is also given to vocabulary, grammatical forms and syntax, and to the basic stylistic devices of Cicero's prose.

Texts:

Ullman and Suskin, eds. *Latin for Americans, Third Book* (1965), $5.84
Bennett, *New Latin Grammar* (1962), $3.50
Cowell, *Cicero and the Roman Republic* (1962), $1.95

c4. INTERMEDIATE LATIN. (Credit, 3 semester hrs. 24 assignments. Mr. Curtis. Prerequisite, Latin c3 or equivalent.) This course has a dual purpose: to polish the student's ability to translate Latin prose and to introduce him to Latin poetry. The work includes careful translation of selected lines and verses, an introduction to the scansion of Latin herioc poetry and a thorough review of Latin forms and syntax, an analysis

of certain of the literary features encountered in Ovid and Livy, and a thoughtful, comprehensive review of Laistner's *The Greater Roman Historians.*

Texts:

Gould and Whitley, *Livy, Book I* (1952), $2.50
Gould and Whiteley, *Ovid: Metamorphoses,* Book VIII (1940), $1.75
Bennett, *New Latin Grammar* (1962), $3.50
Laistner, *The Greater Roman Historians* (1963), $1.50
De Selincourt, *Livy: The Early History of Rome* (1960), $1.65

c21. SELECTIONS FROM LATIN POETRY. (Credit, 3 semester hrs. 24 assignments. Mr. Curtis. Prerequisites, four years of high school Latin, or two years of college Latin.) The primary purpose of the course is to perfect the student's ability to translate and scan Latin epic poetry. A strong secondary emphasis is placed on literary appreciation.

Texts:

Gould & Whiteley, *P. Vergilius Maro, Aeneid, Book Eight* (1965), $1.60
Gould & Whiteley, *P. Vergilius Maro Aeneid, Book 12* (1962), $1.50
Humphries, *The Aeneid of Virgil* (1951), $1.65
Mackail, *Virgil & His Meaning to the World Today* (1963), $2.95
Bennett, *New Latin Grammar* (1962), $3.50

c22. LATIN POETRY. (Credit, 3 semester hrs. 24 assignments. Mr. Curtis. Prerequisite, four years of high school Latin, or two years of college Latin.) The course comprises the reading of about two-thirds of the poems of Catullus. Emphasis is put on content, literary form and appreciation, and versification.

Texts:

Merrill, ed. *Catullus* (1951), $4.00
Bennett, *New Latin Grammar* (1962), $3.50
Lewis, *Elementary Latin Dictionary* (1918), $12.00 (sent only on request)
Wheeler, *Catullus and the Traditions of Ancient Poetry* (1964), $1.95

DEPARTMENT OF MATHEMATICS

cnA. PLANE GEOMETRY. (Non-credit. Fee $45.00. 24 assignments. Mr. Campbell.) A course designed to enable the student to acquire a thorough knowledge of the facts of plane geometry needed for continued work in mathematics and allied subjects. This course will be accepted by the University to remove a deficiency in plane geometry for admission. The material covered in this course, if taken in high school, would require one full school year, being equivalent to one unit.

Text:

Moise, E. E. & Downs, F. L. *Geometry,* (1967), $6.16

cnR. CONTEMPORARY ALGEBRA. (Non-Credit. Fee, $45.00. 30 assignments. Mr. Campbell.) This is a contemporary approach to the algebra of real and complex numbers. It is the equivalent of what was formerly called Intermediate Algebra. The manner in which the subject is treated is in line with the new approach now being introduced into the schools at both the elementary and secondary levels.

Texts:

Heimer, Kocher, Lottes, *A Program in Contemporary Algebra* 1963), $8.00 (Series of five books)

c15. INTRODUCTION TO MATHEMATICAL ANALYSIS. (Credit, 3 semester hrs. 24 assignments. Mr. Campbell.) Real and complex numbers, inequalities, functions and their graphs, operations on functions, polynomials, rational and algebraic functions, exponential and logarithmic functions, trigonometric functions, elementary analytic geometry.

Text:

Johnson, McCoy & O'Neill, *Introduction to Mathematical Analysis*, (1962), $9.50

c31. CALCULUS AND ANALYTIC GEOMETRY. (Credit, 3 semester hrs. 24 assignments. Dr. Mewborn. Prerequisite, Mathematics 15.) An integrated treatment of analytic geometry and the differential and integral calculus of functions of one variable. Differential equations.

Text:

Lang, *A First Course in Calculus*, (1968), 2nd Ed., $8.95

c32. INTEGRAL CALCULUS. (Credit, 3 semester hrs. 24 assignments. Prerequisite, Mathematics 31. Mr. Thomson.) See description for Mathematics c31.

Text:

Lang, *A First Course in Calculus*, (1968), 2nd Ed., $8.95

c33. LINEAR ALGEBRA. (Credit, 3 semester hrs. 24 assignments.) Normally taken after Mathematics 32, but calculus is not used in the course. An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, determinants, eigenvectors and eigenvalues, diagonalization.

Text:

Beaumont, *Linear Algebra*, $4.95

DEPARTMENT OF MUSIC

c14. HARMONY. (Credit, 3 semester hrs. 25 assignments. Mr. Steelman. Prerequisite, Music 4 or equivalent.) Music c14 deals with major and minor scales, their primary triads in root positions as well as in inversions, accented and un-

accented passing notes, auxiliary notes, six-four and dominant seventh chords, diminished and augmented triads.

Texts:

Kitson, *Elementary Harmony*, Part I (1961), $3.00
Staff paper, 25¢

c15. HARMONY. (Credit, 3 semester hrs. 25 assignments. Mr. Steelman. Prerequisite, Music 14 or equivalent.) Music c15 deals with the secondary or diatonic chords of the seventh and their particular uses. Changing notes, anticipations, and chromatic passing notes are added to the vocabulary, and elementary modulation is brought in to enrich the scope of melodic expression. Suspensions with their rich dissonances add to the general interest.

Texts:

Kitson, *Elementary Harmony*, Part I (1961), $3.00
Kitson, *Elementary Harmony*, Part II (1961), $3.00
Staff paper, 25¢

c47. HISTORY OF MUSIC. (Credit, 3 semester hrs. 24 assignments. Miss Vinquist.) A survey of music from antiquity to the development of opera and related forms in Italy and their spread to other countries in the seventeenth and early eighteenth centuries. This early history concerns primarily vocal music in various forms.

Texts:

Grout, *A History of Western Music* (1960), $8.50
Sachs, *Our Musical Heritage*, 2nd Ed. (1955), rent, $1.25 for 3 months
Parrish and Ohl, *Masterpieces of Music Before 1750* (book and 3 records), (1951), and *2000 Years of Music* (2 records), to be returned, $10.00

c48. HISTORY OF MUSIC. (Credit, 3 semester hrs. 24 assignments. Miss Vinquist.) This course commences with the emergence of independent instrumental music and its apogee in Bach and Handel; continues with the developments leading to the Classic styles of the later eighteenth and early nineteenth centuries, the music of the Romantic Era as well as symphonic and solo literature of the nineteenth century; and concludes with the various trends and directions music has taken in the twentieth century.

Texts:

Grout, *A History of Western Music* (1960), $8.50
Sachs, *Our Musical Heritage*, 2nd Ed. (1955), rent, $1.25 for 3 months
Required recordings, to be returned, $10.00

PHILOSOPHY DEPARTMENT

c21. INTRODUCTORY LOGIC. (Credit, 3 semester hours, 24 assignments, Mr. Herrick.) This course outlines the extent and

limits of symbolic logic, and to some extent its applications. It also presents some of the simplest formal systems of symbolic logic.

Text:

Resnik, *Elementary Logic* (1968), $4.50

DEPARTMENT OF POLITICAL SCIENCE

cn1. CITIZENSHIP. (Non-Credit. Fee, $8.00. Professor Wager.) This course in citizenship is offered in cooperation with the United States Immigration and Naturalization Service to persons in the state who wish to become citizens of the United States. It is designed especially for those who cannot attend citizenship classes. Several levels of the course are available, the number of assignments for each varying.

c51. STATE GOVERNMENT IN THE UNITED STATES. (Credit, 3 semester hrs. 24 assignments. Professor Monroe.) This is a study of the organization and operations of state governments, and their relationships with their local governments and the U.S. government.

Texts:

Frost, *Cases in State and Local Government* (1961), $4.95
Maddox and Fuquay, *State and Local Government* (1966), $9.50
Morlan, *Capitol, Courthouse, and City Hall*, 3rd Ed. (1966), $4.95

DEPARTMENT OF RELIGION

c28. RELIGION OF THE BIBLE. (Credit, 3 semester hrs. 25 assignments. Professor Efird.) A study of the basic religious ideas contained within the variety of literature of the Old Testament and the New Testament. These ideas are viewed in their development against the background of the historical setting of the people of Israel and the early Christian community.

Text:

Wright & Miller, *The Book of the Acts of God: An Introduction to the Bible*, $1.95

RUSSIAN

c1. ELEMENTARY RUSSIAN. (Credit, 3 semester hrs. 25 assignments. Professor Gasinski.) Introductory course designed to lay foundation of grammar and to convey basic reading and pronunciation skills. The use of tape recordings or records is required.

Texts:

Fayer, Pressman and Pressman, *Simplified Russian Grammar* (1957), $4.75

Fayer, Pressman and Pressman, *Workbook for Simplified Russian Grammar* (1958), $2.60
EITHER records (33⅓ r.p.m.), $7.50
OR tapes: 3¾ inches per second, $5.50 double track or $7.50 single track
7½ inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c2. ELEMENTARY RUSSIAN. (Credit, 3 semester hrs. 25 assignments. Professor Mihailovich.) The course is designed to help the student build on the foundations laid in Russian c1 in the language, and progress further toward mastery of the fundamentals of Russian phonology and grammar. Tapes or recordings required.

Texts:

Same as for Russian c1.
EITHER records (33⅓ r.p.m.), $7.50
OR tapes: 3¾ inches per second, $5.50 double track or $7.50 single track
7½ inches per second, $7.50 double track or $9.50 single track
Specify speed and single or double track.

c3. INTERMEDIATE RUSSIAN. (Credit, 3 semester hrs. 25 assignments. Professor Gasinski. Prerequisites, Russian c1 and c2, or equivalent.) The objective of this course is the completion of the basic Russian grammar. Extensive exercises are designed to consolidate the knowledge acquired in the first two courses especially of the more difficult parts of grammar.

Text:

Stilman and Harkins, *Introductory Russian Grammar* (1964), $7.75

c4. INTERMEDIATE RUSSIAN. (Credit, 3 semester hrs. 25 assignments. Prerequisites, Russian c1, c2, and c3, or equivalent. Professor Mihailovich.) In this course, the Russian grammar is thoroughly reviewed. At the same time, the student is exposed to short readings in Russian literature. A separate textbook and a record provide for basic and useful conversations.

Texts:

Zavacki and Folejewski, *Intermediate Russian* (1962), $5.95
Ivanov, *The Saga of the Sergeant* (1966), 95¢
Maltzoff, *Russian Conversations for Beginners* (1959), $1.00
Record, *Russian Conversations* (33⅓ r.p.m.), $4.98

DEPARTMENT OF SOCIOLOGY

c51. INTRODUCTION TO SOCIOLOGY. (Credit, 3 semester hrs. 24 assignments. Mr. Davis. Sophomore, junior, senior elective.) A general course dealing with the structure and function of contemporary societies and social relationships. A study is

made of the way societies are formed, how they achieve their organization and unity, and the way they change.

Texts:

Chinoy, *Society: An Introduction to Sociology* (1967), $9.50
Selected Articles from The Bobbs-Merrill Reprint Series in the Social Sciences, rent, $1.25 for 3 months

c52. SOCIAL PROBLEMS. (Credit, 3 semester hrs. 25 assignments. Mr. Van Valey.) An introductory course acquainting the student with the various approaches to some of the problems that exist in contemporary, urbanized societies.

Texts:

Horton and Leslie, *The Sociology of Social Problems*, 3rd Ed. (1965), $8.25
McGee, *Social Disorganization in America* (1962), $1.95 (paperback)
The following may be secured from the Bureau if not available locally:
Supplementary texts:
Merton and Nisbet. *Contemporary Social Problems* (1961), rent, $1.50 for 3 months
Clinard, *Sociology of Deviant Behavior* (1963), rent, $1.50 for 3 months
Cuber, Harper, and Kenkel, *Problems of American Society*, 4th Ed. (1964), rent, $1.50 for 3 months.

c62. FAMILY AND SOCIETY. (Credit, 3 semester hrs. 24 assignments. Sophomore, junior, senior elective. Mr. Roof.) A study of the family as a social institution which has economic and political ties and overtones; a study of the similarities and differences which are found in various societal contexts.

Texts:

Leslie, *The Family in Social Context* (1967), $8.00
Norbeck, *Changing Japan* (1965), $1.95
Liebow, *Talley's Corner* (1967), $2.25
Fisher, *The New Englanders of Orchard Town, U.S.A.* (1966), $2.95

SPANISH

NOTE: *The Department of Romance Languages will accept no more than six semester hours' credit of Spanish by correspondence for fulfilling the language requirement. However, all work taken by correspondence beyond the language requirement will be acceptable for credit by the Department.*

c3. INTERMEDIATE SPANISH. (Credit, 3 semester hrs. 24 assignments. Prerequisite, either two years of high school or one year of college Spanish. Professor Sharpe.) Stress is placed on the reading of Spanish of moderate difficulty (two series of biographies of figures important in the history and culture of Spain). The translation of simple sentences into Spanish provides review of grammatical constructions.

Texts:

Crawford, *Temas Españoles* (1963), $3.60
Centeno, *Vidas* (1959), $5.60

c4. INTERMEDIATE SPANISH. (Credit, 3 semester hrs. 24 assignments. Prerequisites, Spanish 3 or the equivalent. Professor Sharpe.) A systematic review of Spanish grammar accompanied by brief readings from a variety of modern authors. At the same time, two masterpieces of Spanish literature are studied to improve reading facility.

Texts:

Adams, *Brief Spanish Review Grammar and Composition* (1962), $4.60
Alarcón, *El Sombrero de Tres Picos* (1960), $3.80
Casona, *Los Arboles Mueren de Pie* (1953), $3.60

c21. CLASSICAL SPANISH LITERATURE. (Credit, 3 semester hrs. 24 assignments. Prerequisites, Spanish 3-4, or 14-15, or the equivalent. Professor Sharpe.) A general survey of Spanish literature from the beginning through the sixteenth and seventeenth centuries. A number of masterpieces from the period are read in Spanish with collateral readings in English.

Texts:

Pattison, *Representative Spanish Authors* (1958), Vol. I., $5.00
Adams, *The Heritage of Spain,* (1959), $7.80
Simpson, *Poem of the Cid,* (1959), $1.50
de Rojas, *Celestina,* rent, 1 month, 50¢

c22. MODERN SPANISH LITERATURE. (Credit, 3 semester hrs. 24 assignments. Prerequisites, Spanish 3-4 or 14-15, or the equivalent. Professor Sharpe.) This course surveys the history of Spanish literature since the classical period, with special stress on the twentieth century. Extensive readings in Spanish from authors of this century are supplemented by background reading in English.

Texts:

Patt and Nozick, *The Generation of 1898 and After* (1963), $5.25
Zorilla, *Don Juan de Tenorio* (1957), $1.95
Alarcón, *El Capitán Veneno* (1925), $2.52
Adams, *The Heritage of Spain* (1959), $7.80

NOTE: *Spanish c21 or c22 may be taken in any order and either course satisfies the requirement for a fifth college course. Some students will find the readings in Spanish c22 easier since they are more modern.*

DENTAL PROGRAMS

NOTE: *The courses listed here do not give credit toward a degree, but lead to certificates.*

SCHOOL OF DENTISTRY

DENTAL ASSISTING

The following seven courses include five correspondence courses plus two retaining an option of residency or correspondence and compose an extension study program for the education and training

of Dental Assistants. Completion of all courses in sequence will qualify the person to be a candidate for certification. Those not desiring the entire program may enroll in sequence in any one or several of the correspondence courses, but not in the resident courses. Partial completion of the program does not meet the education requirement of the American Dental Assistants Association.

Individual courses may be taken for certification renewal purposes provided the student has been certified and is currently working in a dental office.

Dentistry cn16 and Dentistry cn17 may be taken under an optional plan—either as (1) a *resident program in a dental school,* or (2) as a *correspondence program in a private dental office* or in a *qualified dental clinic* under the supervision of a dentist. Details on the optional plan may be obtained by writing the Bureau of Correspondence Instruction.

The complete seven-course program is equivalent to one academic year of study. However, no course in the program is given for credit toward an academic degree. The program includes the knowledges and skills recommended by the Council on Dental Education of the American Dental Association.

cn11. ORIENTATION IN THE DENTAL PROFESSION AND OFFICE. 24 assignments. History and objectives of dentistry and associated groups, legal and ethical principles, dental terminology, applied psychology related to professional contact, telephone techniques, personal health and grooming.

cn12. SECRETARIAL PROCEDURES. 32 assignments. English grammar and punctuation, business forms and business letter forms, business mathematics, filing, and business conduct. Available to office personnel in health areas other than dentistry.

cn13. PRECLINICAL SCIENCES. 48 assignments. Anatomy, dental anatomy and physiology and dental application of oral pathology, bacteriology, pharmacology, nutrition, first aid, and sterilization.

cn14. DENTAL MATERIALS AND TECHNICAL PROCEDURES. 40 assignments. General chemical and physical properties relative to the general composition, working characteristics, storage and technical use in dentistry of various dental materials.

cn15. CLINICAL SCIENCES. 48 assignments. Introduction to each of the dental specialities as related to dental care and the role of the assistant in the many procedures involved in radiographic techniques, preventive dentistry, pedodontics, operative dentistry, endodontics, orthodontics, oral surgery and anethesia, crown and bridge prosthodontics, prosthodontics, and periodontics.

cn16. LABORATORY AND TECHNICAL APPLICATION. 16 assignments. Manipulation of various restorative materials, waxes, impression materials, gypsum products, and acrylics. Dental techniques include pouring and trimming models; fabricating dies; constructing base plates, bite rims and custom trays; and waxing, carving, casting, and finishing of inlays and crowns.

cn17. CLINICAL APPLICATION. 16 assignments. Experience and practice in patient contact in reception area and operatory, instrument and equipment care and preventive maintenance, sterilization procedures, radiographic film processing, and chairside assisting procedures in the various phases of dentistry plus operator, assistant, and patient positions in conjunction with the work area and hand movements.

The last two courses taken as resident courses must be accomplished in a school of dentistry. When these courses are taken as correspondence courses, a final comprehensive practical examination must be taken at a school of dentistry. A list of participating dental schools for both options is available from the Bureau. More detailed information and fee schedule is available in a separate bulletin.

DENTAL LABORATORY TECHNOLOGY PROGRAM

A series of courses designed to teach the theory and skills required of a laboratory technician has been inaugurated by the School of Dentistry and the Bureau of Correspondence Instruction. The courses are designed to teach novice dental laboratory technicians, to teach more experienced technicians who wish training in other areas, and to prepare individuals to qualify for and become Certified Dental Technicians.

The courses presently available are:

c32a. BUSINESS ENGLISH—A course in the vocabulary, and literature of the business profession with special attention to letters and report writing.

cn22. MATHEMATICS FOR DENTAL AUXILIARIES—Math designed to prepare the Dental Laboratory Technology student for courses in chemistry and physics.

cn23. CHEMISTRY FOR DENTAL AUXILIARIES—The chemical background of phenomina basic to the reactions of dental material are presented—(Prerequisite: cn22 or equivalent).

cn24. PHYSICS FOR DENTAL AUXILIARIES—Physics basic to the study of Dental Laboratory Technology are presented. (Prerequisite cn23 or equivalent).

cn26. DENTAL ANATOMY AND PHYSIOLOGY—The background oral anatomy necessary to become a competent technician is presented in this course. The student will also complete several tooth carving exercises.

cn30a. PROSTHODONTIC TECHNIQUES—This course presents the theory and practice of the laboratory procedures required to produce removable dental prosthetic restorations. (No required prerequisite. Recommended: cn32a or equivalent, cn26).

cn30b. PROSTHODONTIC TECHNIQUES—This course consists of practical exercises in constructing removable dental prosthetic restorations. (Prerequisite cn30a).

The following courses are expected to be available in 1971.

cn27. DENTAL MATERIALS

cn32. FIXED RESTORATIVE TECHNIQUES

cn34. ORIENTATION, ETHICS, AND BUSINESS MANAGEMENT

Resident courses of ten to twelve week durations are expected to be offered when facilities become available.

N. C. STATE UNIVERSITY

Raleigh, N. C.

Requests for information and applications for these courses should be sent to the Division of Continuing Education, North Carolina State University, Box 5125, Raleigh, N. C. 27607

Agriculture

PO EX 200, Poultry Production

Economics

EC 205, Economic Activity
EC 206, The Price System
EC 407, 408, Business Law I and II
EC 425, Industrial Management
EC 426, Personnel Management
EC 432, Industrial Relations
ED 100, Introduction to Industrial Education

Engineering

E 101, Engineering Graphis I
E 102, Engineering Graphics II
EE 211, Electrical Circuits I, Theory
EM 200, Introduction to Mechanics

English

Eng. 111, Composition & Rhetoric
Eng. 112, Composition & Reading
Eng. 261, English Literature I
Eng. 262, English Literature II
Eng. 265, American Literature I
Eng. 266, American Literature II
Eng. 100, English Refresher

Geology

GY 101, Earth Science
GY 208, Physical Geography and Meteorology

History

HI 101, History of Civilization (to 1650)
HI 102, History of Civilization (since 1650)
HI 111, The U. S. to Reconstruction
HI 112, The U. S. since Reconstruction
HI 306, North Carolina History
HI 412, Recent United States History

Mathematics

MA 102, Analytic Geometry and Calculus I
MA 111, Algebra and Trigonometry
MA 122, Mathematics of Finance and Elementary Statistics
MA 201, Anal. Geom. & Cal. II
MA 202, Anal. Geom. & Cal. III Solid Geometry

Modern Languages

M.L.F. 101, Elem. French I
M.L.F. 102, Elem. French II
M.L.G. 101, Elem. German I
M.L.G. 102, Elem. German II
M.L.S. 101, Elem. Spanish I
M.L.S. 102, Elem. Spanish II

Philosophy

Phi. 205, Prob. and Types of Philosophy

Politics

PS 201, The American Governmental System

Sociology

Soc. 202, Principles of Sociology
Soc. 301, Human Behavior
Soc. 304, Contemporary Family Life
Soc. 402, Urban Society

Statistics

Stat. 361, Int. to Statistics for Engineers

NAME CHANGE

When your name legally changes, please send this form to the Bureau of Correspondence Instruction.

NAME IN WHICH ENROLLED

ADDRESS

NEW NAME

ADDRESS

DATE

ADDRESS CHANGE

When your address changes, please send this form to the Bureau of Correspondence Instruction.

OLD ADDRESS

NEW ADDRESS

DATE

NAME

NORTH CAROLINA EXAM CENTERS

Institutions in North Carolina where examinations may be taken by correspondence students. Contact the Registrar or equivalent Admissions Official; an official of the Testing Bureau, Extension Division, or Guidance Department; or an Academic Department Head.

*Agricultural and Technical College of N. C., Greensboro, N. C. 27411
Anson Technical Institute, Ansonville, N. C. 28007
Appalachian State University, Boone, N. C. 28608
Asheville-Buncombe Technical Institute, Asheville, N. C. 28801
Atlantic Christian College, Wilson, N. C. 27893
*Barber-Scotia College, Concord, N. C. 28025
Beaufort County Technical Institute, Washington, N. C. 27889
Belmont-Abbey College, Belmont, N. C. 28012
Bennett College, Greensboro, N. C. 27402
Bladen Technical Institute, Elizabethtown, N. C. 28337
Brevard College, Brevard, N. C. 28712
Campbell College, Buies Creek, N. C. 27506
Caldwell Technical Institute, Lenoir, N. C. 28645
Cape Fear Technical Institute, Wilmington, N. C. 28401
Carteret Technical Institute, Morehead City, N. C. 28557
*Catawba Valley Technical Institute, Hickory, N. C. 28601
Central Carolina Technical Institute, Sanford, N. C. 27330
Central Piedmont Community College, Charlotte, N. C. 28204
Chowan College, Murfreesboro, N. C. 27855
Cleveland County Technical Institute, Shelby, N. C. 28150
College of the Albemarle, Elizabeth City, N. C. 27909
Craven County Technical Institute, New Bern, N. C. 28561
Davidson County Community College, Lexington, N. C. 27292
Durham Technical Institute, Durham, N. C. 27703
*Duke University, Durham, N. C. 27706 (Write Bureau of Guidance & Testing)
East Carolina University, Greenville, N. C. 27835
Edgecombe County Technical Institute, Tarboro, N. C. 27886
Elizabeth City State College, Elizabeth City, N. C. 27909
Elon College, Elon College, N. C. 27244
Fayetteville State University, Fayetteville, N. C. 28301
Fayetteville Technical Institute, Fayetteville, N. C. 28303
Forsyth Technical Institute, Winston-Salem, N. C. 27103
Gardner-Webb Junior College, Inc., Boiling Springs, N. C. 28017
Gaston College, Gastonia, N. C. 28052
*Greensboro College, Greensboro, N. C. 27402
Guilford College, Greensboro, N. C. 27403
Guilford Technical Institute, Jamestown, N. C. 27282
Halifax County Technical Institute, Weldon, N. C. 27890
Haywood Technical Institute, Clyde, N. C. 28721
High Point College, High Point, N. C. 27262
Isothermal Community College, Spindale, N. C. 28160
James Sprunt Institute, Kenansville, N. C. 28349
Johnson C. Smith University, Charlotte, N. C. 28208
King's College, Charlotte, N. C. 28201
Lees-McRae College, Banner Elk, N. C. 28604
Lenoir County Community College, Kinston, N. C. 28501
Lenoir-Rhyne College, Hickory, N. C. 28601
Livingstone College, Salisbury, N. C. 28144
Louisburg College, Louisburg, N. C. 27549
McDowell Technical Institute, Marion, N. C. 28752

* FEE CHARGED BY COLLEGE

Mars Hill College, Mars Hill, N. C. 28754
Martin Technical Institute, Williamston, N. C. 27892
Meredith College, Raleigh, N. C. 27602
Methodist College, Fayetteville, N. C. 28301
Mitchell College, Statesville, N. C. 28677
Montgomery Technical Institute, Troy, N. C. 27371
Montreat-Anderson College, Inc., Montreat, N. C. 28757
Mount Olive Junior College, Mount Olive, N. C. 28365
Nash Technical Institute, Rocky Mount, N. C. 27801
North Carolina Central University, Durham, N. C. 27707
North Carolina State University, Raleigh, N. C. 27607 (Contact Division of Continuing Education)
*North Carolina Wesleyan College, Rocky Mount, N. C. 27802
Onslow Technical Institute, Jacksonville, N. C. 28540
Pamlico Technical Institute, Alliance, N. C. 28509
Peace College, Raleigh, N. C. 27600
Pembroke State College, Pembroke, N. C. 28372
Pfeiffer College, Misenheimer, N. C. 28109
Piedmont Bible College, Winston-Salem, N. C. 27101
Pitt Technical Institute, Greenville, N. C. 27834
Queens College, Charlotte, N. C. 28207
Randolph Technical Institute, Asheboro, N. C. 27203
Richmond Technical Institute, Hamlet, N. C. 28379
Rockingham Community College, Wentworth, N. C. 27375
Roanoke-Chowan Technical Institute, Ahoskie, N. C. 27910
Robeson Technical Institute, St. Pauls, N. C. 28384
Rowan Technical Institute, Salisbury, N. C. 28144
Sacred Heart College, Belmont, N. C. 28012
Saint Andrews Presbyterian College, Laurinburg, N. C. 28352
*Saint Augustine's College, Raleigh, N. C. 27602
Saint Mary's Junior College, Raleigh, N. C. 27602
Salem College, Winston-Salem, N. C. 27108
Sampson Technical Institute, Clinton, N. C. 28328
Sandhills Community College, Southern Pines, N. C. 28387
Shaw University, Raleigh, N. C. 27602
Southeastern Baptist Theological Seminary, Wake Forest, N. C. 27587
Southeastern Community College, Whiteville, N. C. 28472
Southwestern Technical Institute, Sylva, N. C. 28779
Surry Community College, Dobson, N. C. 27017
Technical Institute of Alamance, Burlington, N. C. 27218
Tri-County Technical Institute, Murphy, N. C. 28906
University of North Carolina at Asheville, Asheville, N. C. 28808
University of North Carolina at Charlotte, Charlotte, N. C. 28202
University of North Carolina at Greensboro, Greensboro, N. C. 27412
University of North Carolina at Wilmington, Wilmington, N. C. 28401
W. W. Holding Technical Institute, Raleigh, N. C. 27603
Wake Forest University, Winston-Salem, N. C. 27106
Warren Wilson College, Swannanoa, N. C. 28778
Wayne Community College, Goldsboro, N. C. 27530
Western Carolina University, Cullowhee, N. C. 28723
Western Piedmont Community College, Morganton, N. C. 28655
Wilkes Community College, Wilkesboro, N. C. 28697
Wilson County Technical Institute, Wilson, N. C. 27895
Wingate College, Wingate, N. C. 28174
Winston-Salem College, Winston-Salem, N. C. 27101

* FEE CHARGED BY COLLEGE

Correspondence Courses Available through the Special In-Service Teacher Education Program

Procedure: Application blanks and full information about courses are contained in this catalog. Your application blank should be accompanied by a letter from your employing superintendent recommending participation and certifying that you are under contract and **have permission to enroll in a specific course.**

The fees must be paid by the teacher at the time of enrollment. Upon completion of the course, the teacher will be eligible for a refund of course fees (this does not include the cost of books). The refund will be made by the Extension Division after reimbursement is made by the Special In-Service Teacher Education Program. These refunds are made twice a year on reports of courses completed by April 15 and October 15.

Teachers should not duplicate work previously taken in course number or in content.

Approved courses:

Art c33, History and Interpretation of Painting
Art c38, Survey of Modern Art

*Business Administration c71, Accounting Principles

*Dramatic Art c30, Introduction to the Theatre

English c21, English Literature
English c22, English Literature
*English c32a, Business English
*English c32, Business English
English c34F, Creative Writing: The Short Story
English c35, Creative Writing: The Short Story (Advanced)
English c36, English Grammar
English c43, The English Novel
English c58, Shakespeare
English c72, The Chief Romantic Poets
English c81, American Literature
English c95, English and American Drama of the Twentieth Century

Geography c38, Introduction to Geography
Geography c157, Geography of North America

Geology c42, Historical Geology

German c1, Elementary German
German c2, Elementary German
German c3, Intermediate German
German c4, Intermediate German
German c21, German Literature
German c22, German Literature
German c24, Expository German
German c153, Modern German Drama

Modern Civilization c1
Modern Civilization c2

History c21, American History to 1865
History c22, American History, 1865 to the Present

History c30, Russian History, 862-1861
History c31, Russian History, 1861 to the Present
History c41, Ancient History
History c42, Medieval History
History c44, English History
History c45, English History
History c46, Latin American History: Colonial and Revolutionary Periods
History c47, Latin American History: National Period
History c48, Modern European History: 1500-1815
History c49, Modern European History since 1815
History c143, American Diplomatic History
History c161, North Carolina, 1584-1835
History c162, North Carolina, 1835-1969

Italian c1, Elementary Italian
Italian c2, Elementary Italian
Italian c3, Intermediate Italian
Italian c4, Intermediate Italian

Latin c1, Elementary Latin
Latin c2, Elementary Latin
Latin c3, Intermediate Latin
Latin c4, Intermediate Latin
Latin c21, Selections from Latin Poetry
Latin c22, Latin Poetry

Mathematics c15, Introduction to Mathematical Analysis
Mathematics c31, Calculus and Analytic Geometry
Mathematics c32, Differential Calculus
Mathematics c33, Linear Algebra

*Music c4, Fundamentals of Music
*Music c14, Harmony
*Music c15, Harmony
Music c47, History of Music, Origins to 1600
Music c48, History of Music, 1600 to Present

Philosophy c21, Introductory Logic

Political Science c41, Introduction to Government in the United States
Political Science c51, State Government in the United States

Russian c1, Elementary Russian
Russian c2, Elementary Russian
Russian c3, Intermediate Russian
Russian c4, Intermediate Russian

Spanish c3, Spanish Composition
Spanish c4, Spanish Composition
Spanish c21, Spanish Literature
Spanish c22, Spanish Literature

Sociology c51, Introduction to Sociology
Sociology c52, Social Problems
Sociology c62, Family and Society

* These courses must be relevant to teaching fields or assignment

WITHDRAWAL FROM A COURSE

PLEASE CONSIDER THIS REQUEST CAREFULLY, REMEMBERING WHY YOU ENROLLED. IS THESE ANY HELP WE CAN GIVE YOU IN ORDER TO ENCOURAGE YOU TO COMPLETE YOUR WORK? IF LACK OF TIME IS A PROBLEM, REMEMBER YOU CAN OBTAIN AN EXTENSION OF SIX MONTHS, AND ADDITIONAL TIME IS GRANTED FOR TIME SPENT IN RESIDENCE. IF YOU ARE HAVING DIFFICULTY WITH THE COURSE MATERIAL, PERHAPS SOME CORRESPONDENCE WITH YOUR INSTRUCTOR WOULD HELP.

After you have notified us of your intention to withdraw, we will allow 2 weeks before processing your withdrawal in order to allow time for you to reconsider. This delay is an automatic action of this office, and (the 2 week extension, should it extend beyond the 2 months allowed) **WILL NOT AFFECT THE AMOUNT OF REFUND DUE.**

Please read carefully the following rules to determine if you are eligible for a refund upon your withdrawal:

1. Partial refunds will be granted providing the request is made within TWO MONTHS of the enrollment date.
2. Partial refunds of TUITION ONLY will be made; $13.00 will be deducted for the expense in processing each enrollment; plus $2.00 for each graded assignment.
3. Students have 13 months from the date of enrollment in which to complete the course. You are not required to submit assignments regularly. Please keep in mind that if you have attended or will attend classes during this period, additional time will be granted without charge. Also, after the 13 months have expired, you may obtain an additional 6 months upon payment of a $3.00 renewal fee.
4. The Bureau cannot guarantee repurchase of textbooks. You may keep all materials, except those rented from the Bureau. Please return all rental materials immediately, i.e., lab kits, maps, rental books, records, etc., and you should clear your account at this time.

Please mail form to:

Bureau of Correspondence Instruction
University of North Carolina
Chapel Hill, N. C. 27514

REQUEST FOR WITHDRAWAL

_____
DATE OF ENROLLMENT

_____
NAME

_____
ADDRESS

_____

I would like to request that my course, _____

be discontinued as of this date. I am _____ am not _____ eligible for a refund of tuition. I realize that my enrollment will be dropped with no effect upon my permanent record, and that I must pay the complete course fees again upon re-enrollment.

SIGNATURE _____

DATE _____

Do not write in this space.

Acct.
_____

Enr.
_____

C.F.
_____

G.A.
_____

Please check ( ) one of the following.

REASON FOR WITHDRAWING:

1. Lack of time.
   _____(a) job interfered.
   _____(b) taking residence courses at same time
   _____(c) found course required too much time.

2. Loss of interest.

   _____(a) lack of motivation.

   _____(b) course material uninteresting.

   _____(c) course material not up to date.

   _____(d) course too difficult, insufficient background.

   _____(e) instructor unresponsive.

3. _____Personal reasons (illness, etc.)

4. _____Other (Please explain. Example: able to get course on campus)

NATIONAL UNIVERSITY EXTENSION ASSOCIATION

The University of North Carolina is a member of the National University Extension Association, the professional organization designed to guide in the development, maintenance and advancement of university extension services. The Bureau of Correspondence Instruction of the University of North Carolina is part of the Independent Study Division of the Association. Each institution affiliated with the NUEA is accredited by the educational accrediting association of the region in which it is located, and bases all education programs upon standards for higher education in that state and region.

A Guide to Correspondence Study, published by the NUEA, lists courses offered by correspondence by accredited colleges and universities which are members of the National University Extension Association. The Guide may be obtained at no charge from The Bureau of Correspondence Instruction.

W R I T E R S B Y M O O N L I G H T : VIII

Examples of Work by

Students of Creative Writing

in the Evening College

University of North Carolina

Chapel Hill

1970

Edited by Manly Wade Wellman

University of North Carolina Extension Bulletin

Volume XLIX June, 1970 No. 2

Copyright 1970

University of North Carolina
Extension Division

All Rights Reserved

FOREWORD

Again this spring, a group of students gathered every Tuesday night for fifteen weeks for a class in creative writing offered by the Evening College of the University of North Carolina. They were of both sexes, of different ages, different backgrounds, different tastes and personalities. All were alike in that they wanted to write, they worked hard to write. All of them finished the course greatly improved in writing skills and writing comprehensions.

The four short stories here included were written as class assignments, and each has undergone considerable discussion and revision. All these stories seem to reflect themes of confusion, violence, and at times even desperation. Only one of the four has a cheerful ending, and that ending is one of rowdy personal combat. Perhaps such themes speak of the modern world in which the authors live and write and see what is happening.

All four hope to write fiction professionally. These examples of their earliest efforts may well be called good beginnings of successful careers.

Manly Wade Wellman
Chapel Hill, North Carolina
May 21, 1970

THE YEAR BERT STALEY HAD A BATH

Paul Bunyan is, of course, the greatest man ever to set boot in the North Woods; but he had a host of little brothers and recognizable cousins, who worked and played hard, rough and ribald. Here is a glimpse into the leafy depths of his country a few decades back, and it seems to be valid. Readers should enjoy the glimpse, and at the same time be thankful they aren't there to be hoorawed suddenly into the wild center of what everybody else thinks is funny.

Dr. Virgil I. Mann, professor of geology at the University of North Carolina at Chapel Hill, was educated at Macalester College and the University of Wisconsin. In pursuit of the science he loves, he has probed vigorously and expertly into the earth's secrets, in far places where there were riddles in stones and no civilization worth the name. He has done these things on equal terms with lumberjacks, prospectors, hunters, fishermen. Though he has contributed largely and importantly to the literature of geology, this is his first published work of fiction. He intends to write and publish more, in the same vein of roughcast adventure.

THE YEAR BERT STALEY HAD A BATH

by Virgil I. Mann

In 1914, Bert Staley had a bath. Now I didn't say took, I said had, because it wasn't his idea. If you are in the woods with him today you might think he never had a bath, but he did. I saw it. I can still picture him, lighted by the flickering campfire, splashing and blubbering in the lake, throwing chunks of ice at us, and hear him cussing. I thought I knew all the cuss words, but that night he taught me some new ones. He stalked out of the lake and sort of sloshed up to his tent with water spraying off his hairy little body, raining off his quivering beard, and dripping from the torn shirt and pants he was carrying. Grabbing his bedroll he stopped cussing in general and got real specific. He told us each one what we could do to ourselves, and then he disappeared around a greenstone ledge. That was nine at night on April 15, 1914, and I haven't seem him since.

It all started when I went to college -- me, a guy who didn't finish the grades. Back in 1912, when I cruised timber for the Big W, I used to wonder if the rocks I saw were worth anything. So I saved up money and went to Tech where my boss said there was a Prof. Hatch who taught about rocks and minerals. I didn't stay three months, because they had some rules about taking history, English, and crap like that. Besides some guys said we should read books and write papers at night instead of drinking beer and dusting skirts. I went there to learn about minerals in the day, and what I did at night was my business. So I said, "To Hell with this. I am healthy, 24 years old, and still have good cork on my boots. Back to the woods for me."

When I told Prof Hatch that this college stuff was curdling my sourdough, he said, "Jake, I've long had a theory about there being mineralization along the border between upper Michigan and Wisconsin. Recently some Chicago financiers have agreed to support my field work. Now I need a field supervisor who is a woodsman, and who has some knowledge of minerals. Would you like the job?"

I blurted out a "Hell, yes."

So we agreed on a salary and expenses and shook on it right then.

Prof gave me some money and a book for records, and told me to go to Hailey to hire a camp crew. He said he would send me all the scientific guys necessary. His parting advice was, "Keep a happy camp, Jake. Settle all arguments and difficult situations with maximum diplomacy by using psychology."

I guess he meant we shouldn't have any fights, so I promised to do all that, and quick grabbed the first train to Hailey.

What I did for six days in Hailey is nobody's business, and besides I only remember four days. I never before seen a town that size with ninety-one saloons and twenty-eight whorehouses. Someday I have to go back, because I missed the whole east end of Silver Street. But no place could have been better than Mable's, where besides the girls, they served beer and good meals too. Bert tended bar, and a Frenchie named Armand was cook. Mable owned the show, and ran the upstairs business.

Now Bert was recovering from a broken leg he got from falling through the back steps of Mable's.

One night some joker yelled, "Raid," and naturally Bert ran out the back door, but slipped and fell through a step where a porcupine was gnawing. The girls carried the old fellow back inside, and Mable hired him as bartender until his leg healed. First thing he did was fix those steps, then mostly he spent his time sweeping, carrying beer in and the empties out, and getting groceries for Armand before the customers arrived at night.

The first time I seen Bert he was standing by the fireplace in the parlor. He was about five feet tall, and looked like a poplar sapling that someone had covered with the rump-hide of an elk. I couldn't tell his front from his back until he turned and looked at me and I saw his eyes.

Long gray hair went down his back, and his gray beard went down his front almost as far. When he spoke the voice was filtered through hair, and it was gravelly.

We howdied and that was about all there was to it then.

Later, he talked a good game about hunting and camp work, and told me that he was eager to get back to the woods. As he was only limping slightly without a cane, I took a chance and hired him. I never thought that that clean, pleasant, scrawny little Santa Claus in town would become a dirty stinking old man in the woods, nor that he would mess up my camp, but he did both.

At five, the morning we left for Boulder, Armand fixed a special supper of moose Stroganoff. I wanted to take him along too, but I already had a cook. After promising to come back someday, Bert and I waved goodby to Mable and the girls, and lit out for our first field camp.

It was a good thing we started early, because

we caught the last train to set up camp before the scientists got there. When they arrived, our camp was ready two miles east of the Junction, right on the edge of the white pine slash. We had three tents: the cook shack, a barracks for Bert and the scientists, and an office tent where I worked and slept. The whole camp was portable so we could pack it to another pine grove when we finished here.

Quickly we fell into a work routine. Every day the scientists went out to collect rocks and make readings with instruments. Each night I put numbers on a map, recorded the names of the rocks, and wrote a report to Prof. We kept so busy that I didn't realize that the winter crew had arrived, and the summer crew was on its way back home. Two of the new fellows were Canucks who knew every dirty story I ever heard, and what's more sat around the fire at night and sang them in rhyme. I thought we had a happy crew, but this group started the trouble.

One morning in late January, Charlie, the head scientist came to me and said, "Jake, old Bert smells so bad our eyes water when we come in from outdoors. If you can't get him to bathe, he'll have to move out." I told Charlie I'd take care of the problem, and then tried to recall how Prof had told me to handle situations like this.

I waited until the crews were gone and searched for Bert. He was in the cedar grove cleaning rabbits he had snared the night before. I ambled over and watched. Every time his hands got slippery, he wiped them on his shirt. That same green plaid shirt he had worn from town was now a solid moose-gravy color, and sort of polkadotted with fresh blood and rabbit guts. His pants were stiff as two stove pipes, and I could see grouse feathers, and hair from a deer he had cleaned three weeks ago

cemented to them with beer and sweat. When he had gutted and skinned the last cottontail, he looked up. His face was as dirty as his clothes. Dark streaks went from the front to the back of his scalp, and his beard and mustache were stained brown with tobacco juice. Egg yolk matted the hairs on one side of his mouth, and an even larger and much older yellow patch of egg on his belly was framed by the charred edges of a hole burned in his shirt.

Then I remembered what Prof had told me, and said diplomatically, "Bert, the boys say you stink like Hell, and that if you don't take a bath, they are going to throw your ass out in the snow."

He considered that, made a casual swipe at a trickle of sweat running over his adam's apple down his neck, and finally declared, "I ain't gonna pay them no nevermind, and I ain't gonna take no bath, and I ain't gonna change no underwear, neither."

I argued, "But Bert, why don't you keep clean like the rest of us, and change your underwear once a month?"

He ended the conversation with, "Changed em onest in the winter and got Neemonie and almost died. I ain't gonna do it again."

When you run out of diplomacy and psychology like I did, you just got to act. So Bert and I put up the spare tent just southeast of the greenstone ledge, and he moved in.

Through February, March, and part of April, the crews didn't see much of Bert, but I did. Each day after they left, he came out, did his work, ate his meals, and disappeared into his tent about dark. He got dirtier and began to stink pretty bad.

In mid-April, Prof sent up the spring crew, and for the first time he sent us a tenderfoot. Harry was the kid's name, and he was a student-scientist who never had been in the woods. Sort of husky, Harry had short cropped straight black hair, fair skin, a long slender nose, bushy eyebrows over light blue eyes. The effect was exaggerated by his thick silver-rimmed glasses. He had brought along a big volume of Shakespeare which he read every time he could. He should have gotten some books about bears, cause right off we found he was scared crazy of them. Always carrying a gun, he was so nervous, he'd shoot at anything on four legs, even porcupines, just in case it might be a bear. I told him to keep shells out of the gun while he was in camp so as not to hurt anyone.

One night while Harry was reading, the guys got to talking, and they decided to play a trick on him. The next morning the crew chief stayed behind, and asked old Bert to fix up some gloves with broken knives for claws, and leather for pads, so they would make tracks that would look like bear paws.

That night when the kid was reading again, someone stole his gun, while another invited Bert to join the fun. Bert was so happy to be asked that he went wild. Putting on the gloves, he snorted, growled, sniffed, coughed, and reared around camp on all fours while the fellows screamed, hollered, and ran ahead of him. Then he jumped on one of the fellow's shoulders and scratched up high on a winter-cut pine stump. He beat on the tent where poor Harry was yelling his head off and searching for his gun. When Bert jumped on the tent, Harry thought the end was near, and started hacking his way out of the tent with a knife. Bert disappeared into the woods, making bear-pad marks in the sandy soil, just as Harry came out of the side of the tent through a six foot hole above the chief's bed. Everybody had been

laughing like hell, but the chief quieted down when he saw where the hole was.

The kid was so scared I sort of felt sorry for him, so I stepped in to calm him down.

"Did you see the bear?" I asked.

"No," he replied, "but I smelled him."

That sent the guys laughing again, so I got some coffee and gave Harry a cup, while the chief began to sew up his tent before blackflies got in.

I said, "Harry, the fellows were funning. There really wasn't a bear here."

He wasn't scared any more, just mad.

He bristled and asked, "Did you plan it, Jake?"

"No, not me," I replied.

"Well, who the hell did, cause I don't think it was so funny."

Trying to quiet him down, I just started to use my psychology and diplomacy, when Bert strolled back into camp dead-center up wind. He was hot from all his running, and the whiff I got was enough to stun an ox. The kid had been right, I thought, Bert smells as gamey as an old boar bear.

That smell triggered the kid's memory. He whirled and the firelight flashed off his glasses as he stared at Bert. From the way he hunched forward I could tell he knew what he had smelled earlier, so I jumped between them to protect Bert. I'm pretty sturdy, but Harry tossed me aside like a twig and charged after Bert.

"Why you dirty old bastard," Harry yelled, "You did it. Now you get a bath."

Bert started to protest, "Those f.....", but never finished the sentence.

Harry picked him up and tossed him ten feet in the lake just like I would skip a pebble. Bert came up spouting waterlogged profanities, but Harry was on him with a scrub brush and laundry soap, ripping and tearing his clothes right off his back. After he tore off the shirt, he scrubbed down as far as possible, then he cut off the pants and scrubbed up as far as possible, and then he even scrubbed possible. Bert kept foulmouthing even while Harry held him by one leg and an arm and splashed him up and down as if he was rinsing his underwear. Finished, Harry tossed him onto the sandy beach.

Harry walked out to the applause of his new admirers.

I yelled, "Harry, where did you get those muscles?"

He set his glasses straight: "I wrestled middleweight at the U last year."

Everybody cheered. Harry had become one of us.

But Bert hadn't, he was leaving. Bert departed much the way he arrived in this world, except for the beard, naked. That's when he clomped up and got his bedroll, pronounced his vile benediction and squished away from camp pink, clean, and dripping.

Well, this story has a happy ending for me. I've got to go back to Hailey to hire a new camp helper. That will take at least a week, so watch out Mable, here I come.

NOT NICE AT ALL

Maybe losers are losers because they never dared try to win. Maybe they never do anything because they never started. Maybe when they die, it's high time for that relief from the burdening griefs and labors of the everyday existence that was too much, was always too much.

A considerable part of this story takes place within the mind of the central character. To the editor it seems to speak more clearly than ever the audible voice of that character could manage.

Mrs. Nesse graduated from Massachusetts State College and lives in Durham, where her husband is a librarian. Another story written, like this, in her class at the Evening College won fourth place in the Pi Kappa Phi Thomas Wolfe Short Story Contest for 1970. She feels that she has more things to write about, and that she will write about them.

NOT NICE AT ALL

by Sheila P. Nesse

A crooked hairnet morning Light coming in The oval mirror Signs of a moustache? No Who is fairest in the land? Glasses on a chain Crocheted doilies Better hurry, Maude Warped wooden drawers Bloomers Loose elastic Pity The corset Drooping breasts streaked with veins The closet Scent of Mothballs Today the brown And mother's pearls Pretty Good morning, merry sunshine The blue-gray bun The maroon sweater Lovely Maude, Madame Librarian The rabbit with a stop-watch Late Late Important date

Maude Langley plopped down at the dressing table in her room and dusted her face with a layer of pink powder. She dabbed a dot of bright red rouge on each puffy cheek and slowly smeared on a thick uneven layer of plum-colored lipstick. There, she thought. She smiled coquettishly to the mirror.

A deafening crash shocked her back to reality.

"Father!" she cried. "Father, are you all right?" Her voice was harsh and shrill.

Maude rustled frantically down the hall to the door of her father's bedroom. The old man was sprawled out on the braided rug next to his bed. His wheelchair lay upside down across his legs, and one wheel was spinning.

"Oh, father," said Maude, righting the chair. "You know better than to try and get into it yourself. Honestly!"

Her father stared up at her blankly. He did

not speak.

Maude bent over straight-legged and struggled to lift the emaciated old man. Her squashy bosom and protruding abdomen got in her way, and she panted and muttered angrily. With a great lurch, Maude finally succeeded. She rolled him back onto the narrow bed and half-heartedly examined him for broken bones, for he had begun chuckling and drooling quietly.

As Maude turned to go, he began to make low grunting sounds. He gestured wildly across the room.

"What is it now, father?" Maude asked brusquely. "Where on earth did you put your pad?"

She spotted the small pad of notepaper leaning against the parrot cage and handed it to him. He picked up the pencil that hung from a string tied to the bed-post and slowly printed: S O R Y b i b l e.

Maude waddled across the room and picked up his cherished Bible. She placed it in his lap and walked around the bed and drew open the heavy chenille curtains. The hazy morning light streamed into the room.

"Now, you stay put, father. I'll have breakfast in a moment."

Maude's father was not listening. Twisting and turning awkwardly in his bed, he attempted to get himself into a position where he could see the Bible more easily. He began to turn the pages and make low pigeon noises. He drooled onto his pajamas.

Maude straightened the sheet over his bony legs and shuffled into the kitchen. She opened a can of chilled grapefruit and put on a chipped enamel saucepan of oatmeal. While the oatmeal cooked, she made

toast strips and hot tea. She carried her father's breakfast to him on a gay Mexican tray.

"Ready, father?" she asked. "Time for breakfast."

Maude eased herself down on the edge of his bed and held a spoon up in front of the old man's face. He took it from her and began stabbing at the bowl of swimming grapefruit sections. One flipped out onto the tray, and he chased it into the corner. It slipped over the rim and down onto the sheet. Maude sighed deeply and picked it up. She dropped it in the spoon. The old man aimed the spoon toward his mouth. Just as he opened his mouth, his hand began to tremble violently. The grapefruit fell out of the spoon and down onto his opened Bible. The old man began to whimper. His arms flailed awkwardly, and he threw himself sideways, knocking the tray off the bed and onto the floor.

"Father!" scolded Maude. "Must you? Must you always..."

She dropped to her knees and picked up the plastic bowls and scraped up the small splattered mounds of oatmeal and fruit. She struggled to her feet and carried the mess back into the kitchen. Her heart was pounding. Quickly she grabbed the phone receiver and dialed a number.

"Hello, Mrs. Simpkins? Maude. Can you come a bit early? I'm nearly late. He won't eat. Oh, thank you. Yes. Good-by."

Maude eased herself down into the fragile kitchen chair and picked at her own breakfast. She hoped that her day at the library would go better. It would. She knew it. She glanced at the clock on the stove. Late...late, she thought.

At that moment Mrs. Simpkins, the day nurse,

rapped sharply on the front door. Maude gathered up her purse, sweater, basket, and umbrella and bustled to the front of the house. She talked briefly with Mrs. Simpkins in the entry and then stepped out into the morning sun and began walking toward the library.

Maude shuffled along the cracked sidewalks on Poplar Avenue, past even rows of aging white houses with weathered wicker furniture on the porches. A flat-nosed puppy peered out from behind an untrimmed hedge and decided to follow her up the next block. Maude spoke sharply to him and waved her umbrella menacingly. The pup retreated.

Half-way down the last block Maude waved good morning to two aging spinsters who were sitting side by side in a squeaky porch swing. They returned her wave, and began to whisper.

"Oh, it's a pity Maude's gotten so fat."

"Used to be almost pretty."

"Just that awful disposition."

"Heard she may lose her job. And after all these years."

"No! Hard to get along with?"

Maude glanced back over her shoulder as she crossed the street. She saw the two old crones bent in deep conversation. Let them talk, she tought. Sticks and stones....

The Hopedale City Library stood at the end of the block. It was a two-story brick building, gently rounded by many years' growth of thick ivy. The marble steps were worn unevenly, and Maude peeked out over her sequined half-glasses and watched

her step. As she pushed open the heavy front door, J. David Bates, the young head librarian, looked up from his work and nodded to Maude. She shot him an aloof, disinterested look, noting that he was wearing another wide hippie necktie with swirls and dots of bright color.

"Good morning, Miss Langley," he said loudly.

"Good morning, Mr. Bates," Maude answered reluctantly.

"Oh, Miss Langley," said Mr. Bates, stepping out from behind the U-shaped main desk. "You've been doing so well with the children's collection these past weeks that I've decided to assign you there permanently. Mrs. Stevens and I will take care of the adult collection, cataloging, et cetera." It was a well-practiced speech.

"Why, that's ridiculous, young man!" exclaimed Maude. "Assign me to the children's section? Why, I was taking care of the entire library not four months ago! I've taken care of it for the past 44 years!"

"But..." attempted Mr. Bates. His strong angular face looked suddenly helpless.

"Just because you've been to college and have apple-polished the city council, you seem to think you can run things around here!"

Mr. Bates' quiet gray eyes narrowed. "Excuse me, Miss Langley," he said. "Excuse me, please."

Maude stopped sputtering and glared at him.

"I have been hired by the city of Hopedale to update and organize this collection of dusty memorabilia which you call your library." Mr. Bates'

voice was low and even. "And," he continued, "part of my job is to make maximum use of the personnel here. I happen to feel that Mrs. Stevens is - how shall I say it - more current than you are. Times are changing, and ...."

"Why, you. Why, you young..." sputtered Maude. "Why I've never heard such drivel. This library ran smoothly and quietly before you came. Since you've been in charge, we've had nothing but chaos!"

"Perhaps your library was a well-ordered place, Miss Langley," said Mr. Bates, "but that was because few people used it. Andrew Carnegie did not intend for his libraries to be kept under lock and key."

"I beg your pardon," Maude snorted indignantly. "He never intended to have lewd art shows in the foyer with nude pictures and statues of naked tribesmen, either! Pornography! Senator Pastore will hear about this!"

Mr. Bates was becoming impatient. "Miss Langley," he said. "We've been over this ground before. Whether you like it or not, the Hopedale City Library has entered the 20th Century. What you call pornography will no longer be shelved in the office. All of our books have call numbers, and they will be found shelved in their proper places... And, incidentally, Mrs. Stevens keeps finding misshelved art books up on the highest shelves. I trust we owe this bit of nonsense to your sentiments about sex?"

Maude was suddenly speechless. Her face was scarlet. She turned angrily and marched down the stairs to the children's room, gasping and muttering. She walked along the tall windows, shooting up the shades and loudly straightening the chairs.

No wonder No wonder the world is a mess
People like that running things Empty churches

Drinking Debts No values No pride Children streamlining dope, or whatever they call it Hippies Divorces Ridiculous Shame

Mrs. Stevens came in from the parking lot through the children's room outside entrance. She paused briefly on her way upstairs.

"Good morning, Miss Langley," she said brightly. "Fine day, isn't it?"

Maude glared up at the willowy young black woman whose eyes smiled at her from behind oversized wire-framed sunglasses. She wore a splashy print dress of Katanga cloth and bright orange sandals.

"Fine," grumbled Maude. She thrashed some papers around on her desk and began stamping date cards. Mrs. Stevens laughed nervously and started up the stairs.

"Well, you have a good morning, now," she said.

Maude didn't turn around. Rub it in, she thought. Rub it in well. She stamped the cards at a furious pace.

Maude was still busy at the counter when a noisy group of young girls came giggling down the stairs. She could tell they'd been flirting with Mr. Bates.

"Quiet! Quiet in the library!" she squawked.

The girls looked at Maude in startled disbelief. They tried hard not to laugh. Scurrying over to the Sue Barton and Nancy Drew shelves, they began to chatter excitedly.

"Quiet, young ladies!" shouted Maude. "And bend your knees as you look along the lower shelves.

When you lean over in those short skirts I can see your drawers!"

A wave of wild titters rolled across the children's room. The girls bolted for the door. Maude was bewildered. She bustled over to the door and watched the girls laughing and skipping through the parking lot, heading for the sand-lot park. Maude felt suddenly old. Suddenly sad. She sighed deeply and ran her arthritic fingers through her thin, wispy hair. She pushed two silver hairpins back into the bun at the nape of her neck and stood day-dreaming.

So long ago Was I pretty? Did I laugh? He loved me Edwin So dark So quiet In rare books, it was The secret dampness under my skirt The aching tightness So long ago The clutching Edwin Edwin So hard It must hurt Or does the dampness make it better? Pushing me back Back against the books Why didn't we? Later After the barn dance So afraid Edwin With his hair parted in the middle So serious Why didn't it work out Why didn't father die, too? Why wasn't I free? Why wasn't I brave? Why do they laugh? It's not nice to laugh at old ladies. Not nice to talk in the library Not nice at all

The morning dragged on, a few children at a time, until it was time for lunch. Maude reached into her basket and pulled out a lunchmeat sandwich. She strolled out into the sunny garden next to the parking lot and lowered herself down on a cool marble bench. The sun was hot. Maude unfolded the morning newspaper and put it on her head. She sat silently, nibbling on her sandwich and tossing bits of bread crust to the small birds who came to frolick in the nearby birdbath. Two fat pigeons glided down and frightened the little birds, and Maude picked up a pebble and tossed it erratically in their direction. The pigeons took off.

Maude glanced up and saw Mr. Bates looking down at her from an upstairs window. Go ahead, she thought. Tell the town fathers. Tell them how I'm mean and nasty. Tell them how Maude maims all the little birds by throwing rocks at them. Tell them she's incompetent Tell them Tell them TELL THEM. Maude reeled back, shocked at the realization that she was shouting. She jumped up and hustled back inside.

The afternoon was quiet. Outside, the sky grew progressively darker. The children came in tanned twos and threes, choosing their storybooks and leaving. The tables were empty all afternoon. Maude moved clumsily about, straightening the shelves and reshelving misshelved books. The children don't pay attention to what they're doing, she thought. Must be the schools So permissive When I went to school, we were taught responsibility Everything in its place

A late afternoon thunderstorm blew out of the west, and the rain beat against the windows and made the room hum. Maude was busy filing new catalog cards when the back doors clattered open and a long-haired young woman in gypsy earrings blew into the room. She was lovely. Maude noticed that she wore no make-up.

"My God, what rain!" exclaimed the young woman. "Are you Miss Langley?"

"I am," answered Maude. She held her mouth tightly. Streaks of purple lipstick had run down into the tiny vertical lines around her mouth.

"I'm Sarah Burton," said the young woman. "You know, from the Head Start Program? We wondered if it would be possible for us to bring the children for their story time earlier in the morning this year. Say at 9 instead of at 11. The kids are picked up early, and they're all together in the bus at 9.

If we wait to bring them here at 11, we'll have to hire another bus and driver. And that would be too expensive."

"I'm sorry," said Maude. "I stamp date cards and file at 9. The children will have to come at 11 if they want to participate in the story hour."

"Would it be possible for you to file later in the morning?" asked the young woman. "I mean, I really don't understand."

"There is nothing to understand, my young woman," replied Maude. "The story time has been conducted at 11 every day since 1942. And I intend to keep it at that hour."

The young woman looked uncomfortable. She stepped closer and said, "I know it's more convenient for you and all, but we don't have much money this year. And we could do lots more with what we do have, if we didn't have to hire an extra bus and driver to transport the kids every day. Couldn't you..."

"Young lady, " interrupted Maude impatiently. "Story hour is held at 11 a.m. I do not care to hear anything more about this matter. If you wish to discuss it further, please go upstairs and see Mr. Bates."

The young woman slipped out of her trench coat and flipped it over her shoulder. Beads of water flew across the counter and dotted the cards Maude was sorting. She gasped exasperatedly and watched the young woman's slim brown legs skip up the stairs. She braced herself for the confrontation she felt sure was ahead.

In a few minutes the young woman reappeared. She came down the stairs alone. Stopping at the

desk, she waited for Maude to look up.

"Miss Langley?" she said hesitantly. "Mr. Bates thinks it would be fine if you changed the story time to 9. He thinks that more children might come if it were earlier. Doesn't break up the day so much."

Maude stared quietly into the young woman's face. "Bring them at 9," she said levelly.

The young woman breezed out the back door, and a burst of damp summer air blew into the room. Maude pulled her sweater up around her neck. She stood at the desk, trembling. He didn't even ask me, she thought. He won't ask me He'll tell me by putting it on the master schedule I don't matter What I think doesn't matter What I do What I am Who I am Who am I? What is this Maude creature? Maude the Fat Maude the Virgin Maude the Old

Suddenly, from above, Maude heard the lock on the large front doors clicking shut. Footsteps descended the stairs. Mrs. Stevens was walking in front of Mr. Bates. She smiled warmly at Maude.

"Good night, Miss Langley," she said. "See you in the morning."

Mr. Bates stopped at the desk.

"It's all locked up," he said. "No need for you to go upstairs. Could you come a little early tomorrow? I'd like to go over a revision in the schedule for the children's library with you."

Maude managed a feeble, "Yes."

"Good night, then."

"Good night."

Maude looked out the rain-streaked windows and

watched the cars back out of the parking lot. They shot off in opposite directions on Maple Street. She pulled down the shades,one by one, and slowly walked across the room and turned off the light. Maude stood in the rain-hushed darkness with her head lowered. Then she began to dance.

Maude spread her wings of pilled maroon Orlon and twirled undelicately around the tiny library tables. Some day, my prince shall come... Some day... Maude began to whimper. She bumped into a book cart and dropped to her knees on the floor. The linoleum was hard and cold and unfeeling. Maude the Fat. Maude with the dipping hemline in her basic brown. Hay foot Straw foot Hey nonnie nonnie You are old father William, and your hair has become very white Yo ho ho and a bottle of rum No need for you to go upstairs Ever

Her sobs came more quickly.

I know Piglet well, and he's quite a different color May I kiss your hand, your majesty? Breakfast is ready, father Tar Baby stay still, an Brer Fox, he lay low What shall we do when the lady from Philadelphia goes home again?

Maude crawled over to the desk and pulled herself to her feet. She blindly yanked open the drawer and grabbed her black tapestry bag. Clutching it to her chest, she sobbed brokenly and rushed out into the rain.

The wind whipped the rain into the children's room, flipping up the book covers pinned to the bulletin board. Papers blew off the desk and slid across the damp floor. The door banged loudly against the wall.

Maude stumbled down the walk and across the gravel parking lot. She splashed through a puddle, kicking

small globs of mud up on her legs.

The spangled pandemonium is missing from the zoo So long ago Edwin Twelve little girls in two straight lines Cool Cool Rain Yes, my dear Holmes Maude the Fat Christmas won't be Christmas without any presents Wet Wet Dark Elephants walking along the trails are holding hands by holding tails Come again another day I captured the egg of a Grickily Gractus who lays em up high in a prickily cactus Doesn't break up the day so much Not by the hair on my chinny-chin-chin Wet Rain Cool Spunk-water Spunk-water Swaller these warts And who is fairest of them all? For Flopsy, Mopsy, and Cottontail had bread and milk and blackberries for supper.

LIBRARIAN FOUND DEAD

Maude Langley, 63, for 44 years Hopedale's town librarian, was found dead on the sidewalk in front of 422 Poplar Avenue late yesterday afternoon. A passing motorist discovered the body and reported it to authorities.

Coroner Emerson Blake reports that it is now clear that Miss Langley was not the victim of a hit and run driver, as had first been suspected. The autopsy was inconclusive. A second study has been

ordered in an attempt to ascertain the cause of death.

Miss Langley became librarian when the Hopedale Library was first organized 44 years ago. As the organization grew, she became head librarian, in which position she served until last March, when she was succeeded by J. David Bates. She then became head of the children's collection.

She is survived by her father, T. E. Langley, 96, of 877 Poplar Avenue. Funeral arrangements have not been completed. Flanagan and Goldberg Mortuary has charge.

SUCH IS THE KINGDOM

Regionality still keeps a defiant strength in the American South. Southerners who write of their home respond to its lights and shadows, its laughter and tragedy. This story seems to read true to the region and the people. Its language is sure, forthright American, and here and there rings a strain, vividly rustic, that might be called poetry, might almost be called music.

Only at the very end will the reader know who is telling the tale, at once familiar and strange, of Anson Gunter and Brodus Brooks and Brooks' dazzling wife Cindy who was both black and beautiful, who was an instrument of fate in her home place.

Thomas A. Shetley was born and grew up in Gaston County, North Carolina. He did lots of farm work, served in World War II, attended the University of North Carolina. Once he was a professional hypnotist. He is now manager of the student stores at the University of North Carolina at Chapel Hill. Another of his stories written during the class won third prize in the Pi Kappa Psi Thomas Wolfe Short Story Contest for 1970. At present he is organizing material to write a novel about the rural South he knows.

SUCH IS THE KINGDOM

by Thomas A. Shetley

Hitched to wagons, several teams of mules stood panting in the August heat. There was no respite in the shade of that great redoak growing in front of Howell Cobb's General Store. Oh, Sweet Jesus, it was hot! The sky was an inver*ed blueglass bowl trying to shield Kingdom, South Carolina, from the wrath of a redgiant star.

Drier than Hell at highnoon, a breath blew across the rolling red hills to curl corn leaves and to wither yellow bitterweed blossoms that bordered the ten miles of narrow macadam road creeping into Anderson.

Only this--and nothing more--was Kingdom, South Carolina: Howell Cobb's General Store and the redoak tree. A sign that proclaimed Anderson, South Carolina, to be ten miles away. World-tired barns, papered with Bruton Snuff and Black Draught signs.

Kingdom was scrawny, ragged-assed men, clinging with torn and failing fingers to the soil, against the siren song of cotton mills. Kingdom--the great non-lactating breast of Mother Earth--held by suckling lips of hungry, dreamless children. Bran sack underwear, cheap print dresses. Thirty-year women with shuffling footsteps and sagging teaties.

The primitive Baptist Church of Kingdom--splintered benches, foot-washing, and hysterical hallelujahs. Prayers that passed to Heaven through an attic purgatory of bat fartings. Kingdom, South Carolina--only this, and nothing more.

On this day, my Pappy, <u>in</u> Kingdom--but not <u>of</u> it--sat, with others, sweltering on the porch of

Howell Cobb's store. He was a big man, six-feet in his stockings, and his hands looked like Smithfield hams. Pappy had a chest like a corn mash barrel and a voice tuned like Gabriel's horn. He wore his hair long and leonine and he could have killed a mule with a blow of his fist. My father could look at you and read you like a book--for of all things made by God or discovered by Man, he held faith in only three: The eternal cussedness of Man, properly made moon likker, and a dose of calomel.

Pappy leaned forward in the split-willow chair and sent a streak of tobacco juice--brown, hot and deadly--screaming into a doodle bug dimple in the white yard sand below.

Pointing high on the oak tree, Pappy spoke, "See that limb yonder? Well, somewhere there's another one just like it. And there would 'a been an end of rope tied 'round that limb and t'other end would of been 'round my neck iffen I'd been borned a nigga. It ain't a thing that would 'a happened yesterday or last week--would've happened 'long time ago. The Good Lord just looked at my little soul and said, gotta be shore to get this one in a White body 'cause it ain't meant to hang! Ever time I see a black man, I think 'you gutless son-of-a-bitch, the only way you can die in grace is to get lynched.'"

If a man is a pathological hardhead he always comes out ahead of the game by being small enough, weak enough, or slow enough for somebody to give him an occasional ass-whipping. But Anson Gunter was none of these and for that reason his barn had been burned, his woods had been torched, and countless of his dogs had been shot or poisoned. Pappy couldn't feign naivete and hypocrisy wasn't his bag.

The scrawny little men in ragged-assed overalls just looked at him, envying his wealth and masculinit, and blamed their hatred on what he said. Someday,

sure as hell, one of them would slap old Gunter-- but not when he was looking. Some hungry-eyed, weasel-faced, little cracker with stained teeth and dirty feet would creep onto Anson's property with matchbox or strychnine biscuit to hit the old man in his worldly goods or to kill something he loved. They wished him dead. He condemned them. And I'm glad my Pappy was not as other men.

While they sat chawing tobacco, swilling cold Pepsi Cola, and cutting their eyes at my old man--Cindy Brooks came around the corner of the building. She walked rapidly--self-consciously--as she made her way past the men. Everyone, except Pappy, pretended not to notice. As he smiled and tipped his old black felt hat, he read lust in each downcast eye and lechery in every turned head. These things were real --they were not figments of the old man's mind. He once allowed to the Baptist preacher that he'd have given fifty acres of choice timber to tumble for one night with Cindy. How much more these bored little have-nots--with insipid, tired, and anemic wives would have given!

Had he not been Anson Gunter someone would have thrown him to the ground for tipping his hat to a nigger.

Cindy was tall. Her skin was as mocha-milk and City's straight black hair put one in the mind of a raven after the rain. The summertime skirts Cindy wore were always brightly colored and her blouses revealed the firmness of her breasts with their small conic nipples.

The tired little women--the old little women--the little women moving with dragging feet to peer at cornbread baking in woodstove ovens--these passionless little women who wished their husbands would sleep in the barn--<u>they</u> would have damned Cindy to any Hell their menfolk might have wished on

Pappy. And I wonder if any of them, my father included, ever really saw Brodus Brooks' small gold ring that Cindy wore.

For the short while Cindy was in the store, nobody spoke a word. They sat while each quietly communed with his personal devil. The screendoor opened and Cindy stepped out onto the porch. She paused behind Pappy's chair, looking down, politely waiting to be recognized. It was not with darkie-show-obeisance that Cindy stood. She bore the simple respect of youth for age and when she saw that Pappy had recognized her she spoke. "Mister Gunter, Brodus said that if I saw you to ask you..."

"Just a minute, Missus Brooks," interrupted my father. "Iffen you want to talk about some matters of your husband's business, and mine, let you and me step out to the wagon.

"Taint no need to go botherin' these gentlemen and interrupting their reveries with our mundane matters." Pappy rose from the creaking split-willow chair and walked slowly with Cindy to his wagon beneath the shade tree. As they departed there was the ominous clearing of a throat and a splat as the phlegm oyster landed in Howell Cobb's yard.

When they reached the wagon, Cindy smiled slightly. "Brodus didn't mention no 'mundane matters'. He simply said that if I ran into you, to tell you he'd be able to come day-after-tomorrow to help with the wheat thrashing. He said to tell you that he didn't see no sense in walking five miles from your place back to home that night and then traipsing over the same road the next morning. Brodus would like to spend the night sleepin' in your barn iffen you don't mind."

"Well, now Missus Brooks, you go tell Brodus that I'm willin' to let him stay in the barn overnight. Furthermore, I'll provide the supper and

breakfast."

"Brodus will be beholden"

"Tell him don't think nothing of it--just you have him there."

Pappy tipped his hat to Cindy and pulled himself up to the wagon seat.

"Gaddup, you Goddamned mutations!" As the wagon rumbled out onto the macadam road, the scarecrows on the porch sat staring--each ashamed-before-God-of his thoughts.

II

As Hebraic people of old avoided the Evil Eye by taking indirect and circuitous routes, so God's plain people sometimes develop semantics that tell the ear or the eye one thing while the real message is left for the mind to read. Thus it was when Cindy talked to Pappy at Howell Cobb's store. Cindy knew full-well that all of my old man's wheat had been cut and thrashed weeks ago. The message that really passed was this: Brodus Brooks--That mash we set soakin' in the barrels, Anson Gunter, should be beadin' day-after-tomorrow. Ain't it about time, then, that we went down there to take some rocks and red mud and to build a stove? Go, Anson Gunter, get that big copper still and load it on the wagon. Bring it to the place known only to us. We'll unload it so I can set it up and mud it in.

My Father--It'll be beading, Brodus Brooks. As likker runs go--this ain't hardly worth foolin' with. There'll be less than two-hundred gallons, however, them men from King's Mountain will be there to take it off our hands before it's cool.

You are just as important to this enterprise as

I am, Brodus Brooks. This time, as times before, we'll share-and-share alike. Who takes one of us must also take the other--or himself be taken.

Day after tomorrow, Brodus Brooks. Be there. Be waiting.

III

On the morning of the day appointed, my father's great heavy wagon moved slowly through the woods. Beneath a load of unbaled hay was hidden a fifty-gallon still. In the noonday sun Pappy's still looked like burnished gold. There was nary a dent, nary a scratch, and the seams were smooth as satin. By moonlight, Anson Gunter's still looked like an Inca treasure left alone after a mystic nocturn rite. "It's a pity," thought the old man, "to hide such things beneath hay. It's like coverin' the body of Eve with all them withered old fig leaves. 'Twon't be long, now before I'll be able to smell that mash. 'Tain't much further.

"I remember one time I damn' near got caught because Clyde Squires' honey bees was suckin' my mash. They carried that stuff back to the hives and turned out likker-flavored honey. Clyde said it made the best goddamned pancakes he ever et. But the old bastard couldn't keep his mouth shut. 'Cost me my whole operation, too.

"These woods is awful quiet this morning. There ain't no birds a-hollerin'. Reckon Brodus has done gone down the road and got on the job. Never knowed him to oversleep.

"I wish a bird would sing, or that a squirrel would run. I smell the mash -- 'reckon that's all right. Something's wrong. These woods is too quiet..."

The old man pulled the lines. When the mules

stopped walking he stood briefly in front of the wagonseat and then fell back--unconscious. Anson Gunter had no idea how long his catalepsy lasted before a hot stinging stream of water running down his leg brought him back from shock and made his eyes again to see.

All of the mash barrels were overturned and broken. Hundreds of gallons of beading mash made what looked like a lambskin carpet to cover the pine needles. Slowly, Pappy began to remember Brodus. It seemed to him that just a minute before Brodus had been there -- as plain as day. But now--to save his soul--he couldn't see hair nor hide of Brodus Brooks. Then--as though empty, transparent nothing were being transmuted--Brodus began to appear. Swinging from a bent sapling, with toes not quite touching the ground, the naked body of Brodus Brooks strained at rawhide thongs that cut deep into his wrists. Trails of drying blood running down Brodus' legs and dripping into the likker mash beneath his feet told Anson Gunter that Brodus had been castrated.

Whoever had done this thing had splattered Brodus' face and wounds with fermenting grain and gone away leaving him to die.

My old man crawled down from the wagon fishing in his pants for a pocketknife. He was sobbing and his body shook convulsively. Only Brodus' heavy breathing told Anson that Brodus Brooks was alive.

In the years they had worked together, my father had not contemplated the body of Brodus Brooks. Only now, did he become conscious that Brodus was as tall as a Gunter and that he had great, beautiful, rippling muscles. Brodus' waist and hips were lithe and slender, and his square-shaped kindly head sat with perfect symmetry on a big bullneck. Without passing for white--Brodus' skin told how one white man had passed a night. It had taken this thing--

this awful thing--to make my father look upon his friend and think "You are Beautiful."

With hands that could scarce hold a knife, Pappy cut the thongs and went gently to the ground with Brodus. Sitting there in blood and mash, with Brodus Brooks in his arms, Anson Gunter was at kinship with the great Pieta of Angelo--but Anson Gunter's grief was not stone and Anson's tears were wet.

IV

Brodus Brooks

You saved my life, Anson Gunter. Though I ain't sure I'm grateful. But you ain't never lied nor broke your word to me and I thank Almighty God for that. Because unless there walks one soul in whom a man can trust--with no holds barred--one's life becomes like a bowl of hot water served where brunswick stew was promised. I never wished that all Whites were like you, Anson Gunter, nearly so much as I've wished that I were like you. I never saw you judge a tree--save by its fruit. And you don't judge men--save by their souls.

Our Brooks-Gunter partnership has been good up to now. My back has been clothed and my belly fed. You're a man who pays his debts, too, Anson Gunter.

But just so we understand each other, Anson Gunter, I've seen the way you cut your eyes at Cindy. And I know what you're thinking. Now, you're a man, and maybe you ain't wholly to blame, but when you look at her that way, even God can't imagine the way I hate you. Though I can't rightly say what I'm supposed to do with anger or hatred. I've talked it over with Cindy, Mistah Gunter, and we done decided that it's time all debts are canceled and the partnership dissolved. Please forgive me for putting this hair-trigger shotgun to your back and marching you into my house. But the gun is a nerve of my body

commanding an extension of me--namely you. You're going into that room and you won't be you-you will be me--and I will beget a son.

At the end of this gun--with which I would kill you as soon as leave out your middle name--you will do what would have been done to satisfy your lust. But then--you'd have been you and not me. When a man begets a son he engages in a wild and violent business. Doesn't he, Mistah Gunter?

Now, go in--and close the door...

EPILOGUE

Last Will and Testament

I Anson Gunter, being of sound mind and failing body, and being unmarried and unmourned by children of wedlock--do hereby will unto my son--born of Cindy Brooks...

NOWHERE

Many lead lives of desperation in these desperate days. Modern youth is no stranger to the loneliness of heartbreak. Desperation becomes hopeless, aimless despair. The effort to fight it, to cry for help, can come to nothing when he who cries has not the gift of tongues. Even the savage protest that is couched in obscenity grows dull and dead on tortured lips. Who can reach such a victim of circumstance, by word or deed?

These are some of the points this story tries to make. Susan Willey, daughter of an army officer, was educated on both sides of the Atlantic Ocean. She graduated from Duke University's School of Nursing and is a public health nurse in Durham. She wants to write more stories about the things she sees and feels in the line of her duty.

NOWHERE

by Susan Willey

Lawrence glared at the small white house with the black man standing on the porch. Go to hell, he wanted to shout. He wanted to turn around and run back to the house and shout, fuck you, right into the old man's face, but he kept walking slowly as if he had a place to go. He watched his feet move in orderly procession on the dirt road. His loafers were coming apart at the toes. His mind churned. What now? Nowhere, man. I've got nowhere to go and I've been nowhere. What is this game anyhow. My father sits at home eating pork chops. I just don't understand why I can't talk to you, he says. You got the wrong words, man. You got all the wrong words and your words are dead, man. You can't talk with dead words. God damn it. Why didn't you listen. You could talk. You never missed a word. You choked on words god damn it. Why didn't you listen?

Lawrence looked back. He could still see the old white house, but the porch was empty. OK. What do you do now. I can't go back. I can't go back to these questions. Can't go back to that empty headed politeness. Good morning son. How are you this morning? Good morning father. I am your neat nice short haired boy. I study. I work. I am a good boy. Lawrence H. Smith good boy. Your little good boy. Good student. Kicked out. Just because I don't swallow your garbage. No sir. Yes sir. No sir, I don't smoke pot. Pot's bad. Everybody knows that. I don't drink, I don't smoke. Shit, man, I don't even think. That's how good I am. No sir, yes sir, thank you sir. Kicked out. Why thank you, sir. You kicked me out. Let's see, sir. I want to understand. How? Who'd understand anymore?

Dolores. She'd understand. She always did.

She read me loud and clear. But where is she now? Does she understand where she's gone? Where's that?

Nobody left who can talk to me. So I get kicked out, because I won't play your little game of questions. Who's who in the Smith family. How are you? Fine? Where are you going, what are you doing? Who and what and.....nowhere. Nowhere. Nowhere. I'm going nowhere. I've got to get out. How? Our of what?

Lawrence looked up. He was standing in front of Durham High School. He stared angrily as the bell rang. Slowly he walked across the yard and in at the door. He shuffled down the hall to his first period class. His teacher, Mrs. Madison, was handing out test papers.

"You're late," she said to Lawrence, putting his paper on his desk. He glanced quickly at the red markings.

"Shit, Mrs. Madison," he said. "This question here is right."

"Lawrence, I don't like that language," said Mrs. Madison coldly.

Lawrence thought that she looked like a tooth-pick mannequin. Her face was wrinkled from saying I don't like this, I don't like that.

"But this is right," he insisted. "It should have gotten an A. It says this in the book. This question's right."

"Disagreement is no excuse for vulgarity, Lawrence. I want you to apologize."

"But I was right."

"Lawrence. You can't talk to me like this. I

am your teacher. Go to Mr. Even's office. Right now."

"Aw, fuck off, Mrs. Madison."

"Lawrence! That will be enough. Get out of this classroom."

"Yes ma'm."

Lawrence walked slowly out the door. I probably shouldn't have said all that, but she deserves it. She hates me anyhow. Always trying to give me lower grades. Shit. Good old Mr. Evens. Good old dumb Mr. Evens. Here I am on my way to the principal's office again. I will be sorry. I will say I am upset, because my parents kicked me out, because my parents don't understand. I will get Mr. Evens all upset. I will agree to try. He will ask me if I pray. I will say yes, I pray to the fat cat in the sky. I will be good. I will feel like hell but I will play the game one more time. Always one more time.

Lawrence walked into the principal's office. Mr. Evens looked sorry to see him.

"Hello, Lawrence," he said. "What's your problem this time?"

"Mrs. Madison sent me."

"Why?"

"Because I said shit and fuck off to her."

"Lawrence." Mr. Evens looked properly horrified. "Go in the conference room and wait for me."

"Yes sir."

Lawrence walked in and sat at the long table

with his hands folded neatly in his lap. Mr. Evens walked in. He was tall and angular. His face would have been kind, but it was lined with worry and confusion. He's so god damn uptight, thought Lawrence.

"Now Lawrence," began Mr. Evens uncertainly. "What's the matter? You didn't used to do these things."

"I'm upset. My parents kicked me out this morning."

"Oh, Lawrence. Why did they do that?"

"I don't know. They don't understand me or don't like me or something."

"What happened? Something must have happened."

"I don't know. They just told me to get out."

"Lawrence," said Mr. Evens wearily, "you can't throw your life away like this. What happened to make you change? You used to be a good student. You could be a good athlete. You could even to go college. Why do you want to throw it all away?"

Because it's a bunch of shit, Lawrence said to himself. He said nothing to Mr. Evens.

"Are you on drugs?" asked Mr. Evens.

"No sir, I don't use drugs."

"Now, Lawrence, I'm going to talk straight. About personal things. I want to help you."

Lawrence watched him. Maybe he does. He looks so worried. But he's in the wrong world. Cool it, Mr. E. I wonder what he's really like. You want to help me..help me do what..help me turn into a black

orderly Mr. Evens. forget it sir. but thanks. anyway. Hey Mr. Evens. Do you know what it's like. Have you ever been kicked out, or did you always play the game. Have you ever had anything happen. Mr. Evens, have you ever cried? Did you cry when you found out Dolores Mason died? You thought it was suicide. She died because she tried to give herself an abortion. There is no room in your world for abortions. Nice girls commit suicide. I knew Dolores. She was a friend of mine. It wasn't my baby, but she died because no one would help her. Did that make you cry? Did you pray to the fat cat about that?

"Lawrence. Do you believe in God?"

"I don't know, Mr. Evens. I don't know if I do or not." I'm a good all American black. Of course I believe. Not that you'd let me in your church. Hey man. What if your fat cat is black?

"Now, Lawrence. I know this may be hard for you to talk about, but do pray."

"Well, I used to sir. But to tell you the truth ...well religion doesn't mean much to me anymore. I can't seem to find meaning. You know what I mean. I guess I don't understand or something. I don't know Mr. Evens, sometimes I try hard..but I just can't seem to find myself."

You should tape-record these conferences Mr. Evens, Lawrence mumbled to himself. Then whenever I got in trouble you could play them back. It would save your time.

"Lawrence...It's not easy to find yourself. You can't do it all at once, and you can't do it with marijuana trips. But you will...if you keep trying...you'll find yourself, but it won't be easy."

You ought to know, Mr. E. The big E. The

Principal E. I know how you know that. You tried to find to yourself but you got lost. Shit man..you could never smoke pot. Because pot makes you see inside yourself. You wouldn't find anything there, Mr. E.

"Lawrence, I'm going to suspend you for a few days. I think you need it."

"OK, Mr. Evens. It doesn't matter anyhow. Thanks."

Chalk up home. Chalk up school. What now. Dolores is dead. So what. She was my friend. She was a good kid. The guy was rotten. He treated her like shit. So did her family. So did her doctor. She was kicked out. Dead. I wonder what it feels like to be dead. I've got to get away from here. I've got to make it. I've got to..what and where and maybe things would be different if I were somewhere else and or someone else but who am I anyhow? Maybe and what the hell I am so tired and my life is spinning around me and I can't catch it.

The wind began to blow harder. It was warm and damp. Lawrence walked slowly down the dirt road. He walked back to the small white house. He did not go in, but went around to the back yard. The house was empty. Lawrence sat down and leaned against the house and wished it was beautiful. I got to get away, he whispered through his tears.

Mr. Evens leaned on his desk, staring at the newspaper in front of him. The angles of his body matched the angles of his desk. His eyes sat deep with worry in his hollow face. He tried to focus on the small black man standing across from him.

"I just wanted to thank you for trying to help Lawrence," said the black man uncertainly.

"I'm sorry, Mr. Smith," said Mr. Evens awkwardly. "I wish we could have done something."

The two men sat in the small office staring uncomfortably at one another.

"He never would talk to me," said Mr. Smith.

Slowly he turned and walked out. The door closed behind him.

Mr. Evens gazed at the newspaper. SUICIDE, said the big type above the picture of the young black face. He crumpled the paper in his hand, trying not to remember, trying not to understand what he would never forget.

IVERSITY OF NORTH CAROLINA
AT CHAPEL HILL

•

EXTENSION BULLETIN

UCATIONAL TESTS

SCHOOL SERVICES
OLD MASON FARM ROAD-CHYDARU
PHONE 933-1101
CHAPEL HILL, NORTH CAROLINA 27514

SEPTEMBER 1970

•

LIX NUMBER 3

CONTENTS

FOREWORD
SCORING
INTELLIGENCE
ACHIEVEMENT
Foreign Language
Language Arts
Mathematics
Reading
Science
Social Studies
Study Skills
APTITUDE TESTS
INTEREST INVENTORIES
PERSONALITY and GUIDANCE
MISCELLANEOUS
INDEX

University Extension Services

The Extension Division is the administrative agency through which the University extends its services to the people.

In addition to the SCHOOL SERVICES described in this catalogue, the University of North Carolina offers the following services to the people of the state:

AUDIOVISUAL EDUCATION. Audiovisual materials and services are available to schools, colleges, civic groups and other agencies. Films for community programs, business and industry, and other adult groups are made available each month through public libraries. Individuals may book films for use in conjunction with correspondence courses through their public libraries or through the regular film rental service of the Audiovisual Bureau.

CLASS INSTRUCTION. Extension courses, primarily in graduate courses in professional education, are held both on and off the campus for in-service teachers. Students who take courses in approved locations away from the campus may earn as much as six semester hours of graduate resident credit toward an advanced degree. Those who take courses in locations not approved for resident credit may earn graduate extension credit.

COMMUNITY ADULT EDUCATION. Consultative and instructional services are provided to community groups interested in programs of general, non-credit adult education.

CORRESPONDENCE INSTRUCTION. University courses are made available by correspondence to those students who cannot attend regular sessions on campus. The courses are written and taught by regular faculty members or qualified specialists approved by the Chancellor. Detailed information concerning these courses is contained in the special catalogue prepared in the Bureau. A USAFI bulletin is also available for men in service. As much as one year of academic credit can be earned by correspondence toward a degree at the University of North Carolina.

EVENING COLLEGE. A two year residential program for undergraduates is held on the campus during the regular academic year. Qualified students may earn as much as one-half the credits required for a degree in this evening program.

RESIDENTIAL ADULT EDUCATION. This Bureau develops and organizes non-credit adult education programs and conferences to be held on the campus. Anyone interested in such programs should contact the office at 209 Abernethy Hall, Chapel Hill, telephone 933-1125.

TELEVISION INSTRUCTION. From time to time extension courses in regular University subjects are offered on Channel 4, WUNC-TV. These courses are taught by members of the University faculty and, when all requirements are met, give the same credit as courses in residence.

University of North Carolina
Extension Bulletin

Educational Tests

Bureau of School Services
Chapel Hill, N. C. 27514
Old Mason Farm Road-Chydaru
Phone 933-1101

Foreword

The use of standardized tests in instruction has become accepted practice in public schools of today. The need for a central depository where teachers can go to examine and select tests appropriate to their needs and also receive professional counsel on testing problems is always pressing.

Ninety per cent of the State's elementary schools with four or more teachers have used one or more kinds of published tests within the past two years according to 1467 replies to a questionnaire issued by the Department of Public Instruction in a recent survey of testing practices. Almost twenty per cent of these schools have a continuing or long range program of testing.

The services of the Bureau of School Services of the Extension Division of the University of North Carolina can be of inestimable value to the public schools of North Carolina in this phase of instruction.

The University of North Carolina at Chapel Hill maintains a policy of equal educational opportunity.

Table of Contents

Foreword 3
Scoring Services for Schools 7
Ordering Procedure 8
Intelligence Tests 9
Achievement Batteries and Tests 23
Foreign Language 31
Language Arts 33
Mathematics 35
Reading 41
Science 53
Social Studies 55
Study Skills 57
Aptitude Tests 59
Interest Inventories 63
Personality and Guidance 67
Miscellaneous 71
Index 73

Scoring Services for Schools

The School Service Office does not score answer sheets, but the Guidance and Testing Center is prepared to machine-score tests used in the public schools and also to make such statistical studies and summaries as may be needed by schools to obtain maximum benefit from their testing programs.

The Guidance and Testing Center can score two styles of IBM-type answer sheets (but not Digitek, MRC or several other types of answer sheets):

IBM-805. This is the oldest machine scorable answer sheet. Answers must be marked with *electrographic* pencils if machine scoring is to be possible. The charge for raw scores is 3¢ for the first score and 2¢ for each additional score on the same side of the answer sheet.

IBM-1230. This is much like the older style, but answer spaces are horizontal rather than vertical. Answers are marked with ordinary #2 pencils. The charge for scoring is 3¢ per side, however many scores are obtained.

The charge for additions or other simple computations and for looking up percentile ranks or other derived scores is usually 1¢ per operation. If handscoring is necessary because of the nature of the test or because of inadequate marking, the fee will usually be 4¢ per score.

For accurate scoring it is essential that the instructions found in the test manuals be followed carefully. To insure good marking of answer sheets, the teachers should have the students go over their marks a second time, after the test booklets have been collected.

All correspondence pertaining to test scoring should be addressed to:

Dr. J. W. Little, Director
The Guidance and Testing Center
018 Peabody Hall, UNC
Chapel Hill, N. C. 27514

Telephone inquiries should be directed to Mr. D. W. Campbell, (area code 919) 933-2343.

Ordering Procedure

The title of each test and the form desired should be indicated.

If there is no specific choice of form, state "any form."

Please note the number of pupils to be tested, and order in *packaged quantities* the amount of tests required. *We do not break packages,* so care should be taken to order the number of packages which will come closest to filling your needs. Most tests are packaged in 35's, although some come in packages of 20's or 25's and a few are sold individually. Unless otherwise stated, complete accessories come with each package of tests.

Tests will be shipped either by parcel post, motor express, or railway express, whichever is least expensive and most expedient. Transportation costs will be added to the invoice. 3% sales tax is also added to each order.

Each order should designate the name of the person to whom the shipment is to be sent as well as the school name and complete address. Each order *must* indicate clearly how the charge is to be made.

All orders must be approved by the school principal, superintendent, or supervisor. Tests are not sent to individuals without such authorization.

Lack of space prevents our stocking a sufficient number of tests for large, extensive programs, so quantity orders should be sent well in advance of the testing date to allow time for us to supply those needs.

When special orders are requested for tests not stocked, the cost of telegram and special delivery postage will be charged to the school.

Prices stated in this catalog are in effect at the time of publication, but are subject to change without notice.

Orders should be sent directly to:

School Services, Extension Division
Old Mason Farm Road-Chydaru
University of North Carolina
Chapel Hill, North Carolina 27514

Intelligence Tests

ACADEMIC PROMISE TESTS — **Grades 6-9**

A scholastic aptitude battery for educational planning and counseling in grades 6 through 9. APT's four tests (Verbal, Numerical, Abstract Reasoning, Language Usage) and seven scores are designed to provide more useful measurement of mental abilities than has generally been available from older group intelligence and mental maturity tests and are particularly useful in planning and decision-making with students as they go from the elementary grades into junior high and high school.

ACADEMIC PROMISE TESTS	FORM	NET PRICE
Test Booklets (Grades 6-9)	A	$5.99 pkg./25
IBM 805 Answer Sheets	A	.10 each
Manual		1.00 each
Student Report Forms		.03 each
IBM 805 Hand Keys	A	.67 each

ARMY GENERAL CLASSIFICATION TEST—Civilian Edition — **H.S. AND COLLEGE**

This intelligence test measures general learning ability and helps predict success in many school courses and industrial occupations. Scores can also be used to predict scholastic and college success. It is an especially useful and helpful group intelligence test because it covers a wide range of ability, includes a broad sampling of different types of ability and provides a good balance between these abilities. It was first developed for service men and women and revised for civilian use. A carbon answer pad, for the AH booklets, or a machine answer sheet, for the AM booklets, must be ordered for each student. No carbon answer pad comes with the booklets. Time: 50 minutes.

ARMY GENERAL CLASSIFICATION TEST—Civilian Edition	FORM	NET PRICE
Reusable Booklets	AH	$1.10 each
Carbon Answer Pads	AH	.24 each
IBM 805 Answer Sheets	AM	.09 each
IBM 805 Stencils	AM	2.00 per set
Manuals	AH, AM	.49 each
Reusable Booklets	AM	.87 each

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY (Copyright 1963) — **Kindergarten-Adult**

The eight levels of this series are fully articulated instruments which provide for sequential measurement of mental abilities throughout the entire course of the school years and into adult life. The norms present a uniform and continuous scale between adjacent levels as well as within a given level. This feature allows for continuity of measurement and a continuous record of mental growth.

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY	FORM	NET PRICE
Level O (Grades Kindergarten - 1) 34 mins.	Short	$6.93 pkg/35
Hand-E-Templates	Short	4.01 per set
Keys	Short	.14 each
Manuals	Short	1.02 each
Level 1 (Grades 1, 2, 3) 41 mins. (All prices are the same as Level O)	Short	6.93 pkg/35
Level 1H (Grades 3 & 4) 42 mins.	Short	6.93 pkg/35
Keys	Short	.14 each
Manuals	Short	1.02 each
Level 2 (Grades 4, 5, 6) 42 mins.	Short	7.23 pkg/35
IBM 805 Answer Sheets		.08 each
IBM 805 Hand Stencils		1.02 each
IBM 805 Machine Stencils		4.06 each
Scorezes	Short	.14 each
Keys (for Booklet)		.14 each
Manuals	Short	1.02 each
Profiles	Short	.04 each
Level 2H (Grades 6 & 7) 41 mins. (All prices are the same as Level 2)	Short	7.23 pkg/35
Level 3 (Grades 7, 8, 9) 41 mins. (All prices are the same as Level 2)	Short	7.23 pkg/35
Level 4 (Grades 9, 10, 11, 12) 39 mins. (All prices are the same as Level 2)	Short	7.23 pkg/35
Level 5 (Grades 12- College and Adult) 39 mins. (All prices are the same as Level 2)	Short	7.23 pkg/35

IBM 1230 answer sheets and stencils are the same price as the IBM 805 answer sheets and stencils as Level 2.

Extra Accessories FOR ALL LEVELS:

Class Records	Short	.14 each
Guide to Interpretation	Short	1.34 each
Technical Report	Short	2.02 each

. . . . . .

COLUMBIA MENTAL MATURITY SCALE—
Revised Edition **Mental Ages 3-10 years**

An individual mental ability test (revised in 1959) that requires no verbal response and a minimum of motor response on the subject's part. It is particularly suitable for use with groups having impaired physical or verbal functioning. The Scale consists of 100 items, each printed on a card 6 x 19 inches. The specific task in each item is to select from a series of drawings the one which does not belong.

COLUMBIA MENTAL MATURITY SCALE	NET PRICE
Individual Record Blank	$2.98 pkg/35

. . . . . .

DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST

Beginning First Grade

A non-reading group intelligence test consisting of ten short subtests.

DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST	FORM	NET PRICE
Test Booklets (Grade 1) 35 mins.	A	$7.37 pkg/35

GOODENOUGH-HARRIS DRAWING TEST, 1963

Ages 3-15

A non-verbal test of mental ability, suitable for use either as a group test or as an individual test. Included are Dr. Harris's restandardization of the Goodenough Draw-a-Man Test plus a new standardization of a similar Draw-a-Woman scale and an experimental Self-Drawing Scale. An extensive survey of the literature related to children's drawing and results of hitherto unpublished studies of personal and cultural influences on drawings, along with the test materials, are contained in Dr. Harris's book, *Children's Drawings as Measures of Intellectual Maturity*. The test Manual, paperbound, duplicates Part Two of the book.

GOODENOUGH-HARRIS DRAWING TEST	TIME	NET PRICE
Test Booklet	Approx. 10-15 min.	$ .14 each
Quality Scale Cards		3.88 set/24
Manual		2.02 each

HENMON-NELSON TEST OF MENTAL ABILITY

Grades 3-12

Each test consists of 90 items arranged in order of difficulty. Although maintaining the same number of items as the previous edition, each test in the revision covers a range of only 4 grades instead of 6. There is a 1-grade overlap, provided between each of the three tests. Scoring is easy and rapid by a carbon in the self-marking device. When ordering specify level and form.

HENMON-NELSON TEST OF MENTAL ABILITY	FORM	NET PRICE
Elementary (Grades 3-6) 30 mins.	A,B	$5.64 pkg/35
Junior High (Grades 6-9) 30 mins.	A,B	5.64 pkg/35
High School (Grades 9-12) 30 mins.	A,B	5.64 pkg/35
Extra Accessories: Class Records	ALL	.05 each
Manuals specify level	ALL	.62 each

KUHLMANN-ANDERSON INTELLIGENCE TESTS

Kindergarten-Grade 13

The 7th edition (1960-1963) of a long-established measure of general learning ability or academic potential. G and H tests yield separate *Verbal* and *Quantitative* scores as well as a *Total* score. Time: 50-60 minutes.

KUHLMANN-ANDERSON INTELLIGENCE TEST	FORM	NET PRICE
Booklets (Grades Kindergarten-1A)	K	$5.37 pkg/25
Booklets (Grade 1)	A	5.37 pkg/25
Booklets (Grade 2)	B	5.37 pkg/25
Booklets (Grades 3-4)	CD	5.37 pkg/25
Booklets (Grades 4-5)	D	5.70 pkg/25
Booklets (Grades 5-7)	EF	5.70 pkg/25
Booklets (Grades 7-9)	G	5.70 pkg/25
Booklets (Grades 9-13)	H	5.70 pkg/25
IBM 805 Answer Sheets	D,EF,G or H	.09 each
IBM 805 Scoring Keys	D,EF,G or H	1.02 each
Technical Manual	K,A,B and CD	1.35 each
Manual of Norms	D,EF or G,H	1.35 each
Technical Manual	D,EF or G,H	1.35 each
Student Report Forms	G,H *only*	.05 each

. . . . . .

KUHLMANN-FINCH INTELLIGENCE TESTS **Kindergarten-Senior High**

A test of general mental development comprising 9 test booklets for use in grades from kindergarten through high school; a measure of intellectual power rather than speed. Easily scored. Booklets for grades 5 through Senior High are reusable if separate answer sheets are used; but their use is optional. Separate answer sheets are not available for Tests I, II and III. The manual contains complete directions for all grade levels. This test now has the Kwik-Chek carbon answer sheets which require no sub-key for scoring. Time: 5 minutes each sub-test.

KUHLMANN-FINCH INTELLIGENCE TESTS	NET PRICE
Booklet (Grades Kindergarten and Beginning 1st)	$3.97 pkg/25
Booklet I (Grade 1)	3.97 pkg/25
Booklet II (Grade 2)	3.97 pkg/25
Booklet III (Grade 3)	3.97 pkg/25
Booklet IV (Grade 4)	3.97 pkg/25
IBM 805 Answer Sheets	.08 each
IBM 805 Hand Stencils	.48 each
Booklet V (Grade 5)	3.97 pkg/25
IBM 805 Answer Sheets	.08 each
IBM 805 Hand Stencils	.48 each
IBM 805 Machine Stencils	.48 each
Booklet VI (Grade 6)	3.97 pkg/25
IBM 805 Answer Sheets	.08 each
IBM 805 Hand Stencils	.48 each
IBM 805 Machine Stencils	.48 each
Booklets Junior High (Grade 7-9)	3.97 pkg/25
IBM 805 Answer Sheets	.08 each
IBM 805 Hand Stencils	.48 each
IBM 805 Machine Stencils	.48 each

Booklets Senior High (Grade 10-12)	3.97 pkg/25
IBM 805 Answer Sheets	.08 each
IBM 805 Hand Stencils	.48 each
IBM 805 Machine Stencils	.48 each
Kwik-Chek Carbon Answer Pads	.13 each
Extra Accessories FOR ALL LEVELS:	
Keys & Directions	.35 per set
Class Records	.13 each
Manuals	2.02 each

. . . . . .

LORGE-THORNDIKE INTELLIGENCE TESTS **Grades Kindergarten-12**

This test provides a continuous set of group tests of abstract reasoning ability for all grades. The primary batteries consist of three non-reading tests including Oral Vocabulary, Pictorial Classification, and Pictorial Pairing. The primary batteries of tests 3, 4 and 5 measure scholastic aptitude through the following subtests: Verbal Reasoning Ability, Vocabulary, Verbal Classification, Sentence Completion, Arithmetic Reasoning, and on levels 4 and 5 only, Verbal Analogy.

The non-verbal battery measures abstract reasoning ability through subtests involving Pictorial Classification, Pictorial Analogy, and Numerical Relationships, thus giving an estimate of intelligence not heavily influenced by reading ability. Subtests for grades 4 and above have their own time limits, but these are generous enough to make the test primarily a power rather than speed test.

Four types of norms are given for the test: IQ's, grade percentiles, grades equivalents, and age equivalents. Standard errors of measurement and validity data are presented in the Technical Manual. Order by grade level and form.

LORGE-THORNDIKE INTELLIGENCE TESTS Consumable Edition:	TIME	FORM	NET PRICE
Primary I (Grades Kindergarten-1)	Approx. 20 min.	A	$6.04 pkg/35
Primary II (Grades 2-3)	Approx. 20 min.	A	6.04 pkg/35
Test 3 Verbal (Grades 4-6)	34 min.	A	5.24 pkg/35
Test 3 Non-Verbal (Grades 4-6)	27 min.	A	5.24 pkg/35
Test 4 Verbal (Grades 7-9)	34 min.	A,B	5.24 pkg/35
Test 4 Non-Verbal (Grades 7-9)	27 min.	A,B	5.24 pkg/35
Test 5 Verbal (Grades 10-12)	34 min.	A	5.24 pkg/35

Test 5 Non-Verbal			
(Grades 10-12)	27 min.	A	5.24 pkg/35
Reusable Edition:			
Test 3 Verbal			
(Grades 4-6)	34 min.	A,B	5.64 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A,B	.81 each
Test 3 Non-Verbal			
(Grades 4-6)	27 min.	A,B	5.64 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A	.81 each
IBM Rights Keys		B	81 each
Manuals (Verbal & Non-Verbal)		A,B	.62 each
Test 4 Verbal			
(Grades 7-9)	34 min.	A,B	5.64 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A,B	.81 each
Test 4 Non-Verbal			
(Grades 7-9)	27 min.	A,B	5.64 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A	.81 each
IBM Rights Keys		B	.81 each
Manuals (Verbal & Non-Verbal)		A,B	.62 each
Test 5 Verbal			
(Grades 10-12)	34 min.	A,B	5.64 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A,B	.81 each
Test 5 Non-Verbal			
(Grades 10-12)	27 min.	A,B	5.64 pkg/35
IBM 805 Answer Sheets		A,B	.08 each
IBM Rights Keys		A	.81 each
IBM Rights Keys		B	.81 each
Manuals (Verbal & Non-Verbal)		A,B	.62 each
Class Records		ALL	.05 each
Technical Manuals		ALL	.62 each
IBM 1230 Rights Keys (Test 3, 4, & 5)		A	1.62 per set
IBM 1230 Rights Keys (Test 3, 4, & 5)		B	1.62 per set
IBM 1230 Answer Sheets (Test 3, 4, & 5)		ALL	.08 each

. . . . . .

METROPOLITAN READINESS TEST, 1964-65 **Grades K-1**

Group tests that assess important aspects of readiness for formal first-grade instruction: linguistic maturity, perceptual abilities, muscular coordination and motor skills, number and letter knowledge, ability to follow directions, attention span.

METROPOLITAN READINESS TEST	TIME	FORM	NET PRICE
Test Booklets	Approx. 60 min.	A,B	$9.87 pkg 35
Manuals		A,B	1.03 each
Keys		A,B	.69 each
Class Records		ALL	.14 each

. . . . . .

OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST — **High School & College**

This power test of intelligence measures scholastic aptitude and reading comprehension ability. Total score on this scholastic aptitude test is a valid predictor of college success. A separate reading comprehension score is also provided. High School counselors will find it useful when advising students on college plans. College personnel workers can use this test for counseling, screening and admissions.

OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST	TIME	FORM	NET PRICE
Test Booklets	2 hrs.	21	$ .90 each
IBM 805 Answer Sheets		21	.10 each
Manual for above		21	.49 each

. . . . . .

OTIS-LENNON MENTAL ABILITY TEST — **Grades K-12**

A new edition of the Otis Quick-Scoring Mental Ability Tests; provides for the assessment of general mental ability, or scholastic aptitude, by sampling a broad range of cognitive abilities. National norms are based upon testing a sample of 200,000 carefully selected pupils.

OTIS-LENNON MENTAL ABILITY TEST	FORM	NET PRICE
Primary I Test Booklet (Last ½ of Kindergarten)	J, K	$7.90 pkg 35
Keys		.41
Primary II Test Booklet (1st half of Grade 1)	J, K	7.90 pkg 35
Keys	J, K	1.01
Elementary I Test Booklet (Last ½ of Grade 1-3)	J, K	8.19 pkg 35
Keys	J, K	1.34
Manuals		1.35 each
Elementary II Test Booklet (Grades 4-6)	J, K	8.19 pkg 35
Keys for Test Booklet	J, K	.68
IBM 805 Keys	J, K	.95
IBM 1230 Keys	J, K	.95
Intermediate Test Booklet (Grades 7-9)	J, K	8.19 pkg 35
Keys for booklet	J, K	68
IBM 805 Keys	J, K	.95
IBM 1230 Keys	J, K	.95

Advanced Test Booklets (Grades 10-12)	J, K	8.19 pkg/35
Keys for Test Booklet	J, K	.68
IBM 805 Keys	J, K	.95
IBM 1230 Keys	J, K	.95
IBM 805 Answer Sheets (Elem II, Inter, Adv.)		3.09 pkg/35
IBM 1230 Answer Sheets (Elem II, Inter, Adv.)		3.75 pkg/35
Manuals, Elem. II, Inter. Adv.	J, K	1.35
Class Record Sheets	ALL	.14

OTIS QUICK-SCORING MENTAL ABILITY TESTS, Short Form **Grades 1-College**

The new forms are shorter, but yield results directly comparable to the longer one. The Alpha Test (short form) is half verbal and half non-verbal. Separate answer sheets are optional, but available for the Beta and Gamma Tests and may be hand or machine scored with the separate machine key.

OTIS QUICK-SCORING MENTAL ABILITY TESTS	TIME	FORM	NET PRICE
Alpha Test (Grades 1-4)	25 min.	AS	$6.04 pkg/35
Class Records		AS	.14 each
Keys		AS	.28 each
Manuals		AS	.35 each
Beta Test (Grades 4-9)	30 min.	EM or FM	6.04 pkg/35
Keys for Test Booklets		EM,FM	.34 each
IBM 805 Answer Sheets		EM,FM	3.09 pkg/35
IBM 805 Machine Stencils (may be used for hand scoring)		EM,FM	.94 each
Manuals		EM,FM	.35 each
Gamma Test (High Sch.-College)	30 min.	FM	6.04 pkg/35
Keys for Test Booklets		FM	.28 each
IBM 805 Answer Sheets		FM	3.09 pkg/35
IBM 805 Machine Stencils		FM	.94 each
Manuals		FM	.35 each

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY **Grades 4-Col.**

Group intelligence tests that are widely used because of their ease of administering and scoring, the variety of test material, and the simple method of obtaining IQ's.

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY	TIME	FORM	NET PRICE
Intermediate Examination (Grades 4-9)	20 or 30 min.	A,B or D	$6.04 pkg/35
Higher Examination (High Sch.-College)	20 or 30 min.	D	6.04 pkg/35

PEABODY PICTURE VOCABULARY TEST
ALL LEVELS OF INTELLECT INCLUDING THE SUPERIOR

An individual test of verbal intelligence. Easily administered, wide range picture vocabulary test utilizing a graduated series of 150 plates, each containing four pictures. To administer the scale, the examiner provides a stimulus word orally as in "Show me car." The testee then points to, or in some other way indicates the picture which best illustrates the meaning of the stimulus word. Since plates are arranged in ascending order of difficulty, it is necessary only, to test the subject from a basal of eight consecutive correct responses to a ceiling of six errors in eight consecutive plates. Thus the scale is only given over the critical range for a particular subject, requiring only 10 to 15 minutes to administer. Raw scores can then be quickly converted to three types of derived scores: mental ages, standard score I. Q.'s and percentiles.

Especially appropriate for speech impaired, cerebral palsied, withdrawn distractive, mentally retarded, and remedial reading cases. No verbal responses required.

Complete Kit includes one series of plates, manual of directions with norms, and 50 individual response records.

PEABODY PICTURE VOCABULARY TEST		NET PRICE
Complete Kit		$10.69 per kit
Individual Response Records	A,B	3.22 pkg/50
Manuals		1.62 each

PINTER GENERAL ABILITY TESTS, REVISED EDITION, 1964-65

Three of the four tests in the Pinter series have been revised; new items replace outdated content of the earlier forms, and new normative data reflect current levels of performance. *Primary*, grades K2, is entirely pictorial and administered orally. Time: 25 min.

PINTER GENERAL ABILITY	FORM	NET PRICE
Pinter-Cunningham Primary Test	A, B	$9.63 pkg/35
Scoring Key	A, B	.41 each
Manual		.82 each

QUICK WORD TEST

Grades 9-Adult

An economical yet reliable screening measure of verbal intelligence. In each form, 100 multiple choice vocabulary items are printed on one side of an IBM Answer Sheet.

QUICK WORD TEST	FORM	NET PRICE
Level 1, IBM 805 Test Sheet	AM	$4.03 pkg/35
IBM 805 Machine Key		.95 each
Level 2, IBM 805 Test Sheet	AM	4.03 pkg/35
IBM 805 Machine Key		.95 each

REVISED BETA EXAMINATION

This well-known revision of the earlier Army Beta Test provides a measure of mental ability without requiring the subject to read. Six subtests: mazes, digit-symbol substitution, pictorial absurdities, paper form board, picture completion, and perceptual speed. The restandardization by R. M. Lindner and M. Gurvitz permits securing of a *Beta IQ* which is similar in statistical meaning to the Wechsler IQ.

REVISED BETA EXAMINATION	NET PRICE
Tests	$27.27 pkg/100

. . . . . .

SCHOOL AND COLLEGE ABILITY TESTS—SCAT SERIES II

Grades 4-14

SCAT Series II is a complete revision of the original SCAT tests first published in 1956. While SCAT Series II retains the same objective—prediction of academic performance—and measures the same basic verbal and mathematical abilities as the original series, important changes have been made with the introduction of new types of items, fewer parts, and a significant reduction (without loss of reliability) in the time required for testing.

The test yields three scores: Verbal, Mathematical, and Total. To ensure continuity of data for previous SCAT users, the scores are reported on the same scale as the original series.

SCAT	FORM	NET PRICE
Level 4 Test Booklets (Grades 4-6)	A,B	$7.23 pkg/20
Level 3 Test Booklets (Grades 7-9)	A,B	7.23 pkg/20
Level 2 Test Booklets (Grades 10-12)	A,B	7.23 pkg/20
Level 1 Test Booklets (Grades 12-14)	A	7.23 pkg/20
Handbook		2.41 each
IBM 805 Answer Sheets		.04 each
IBM 1230 Answer Sheets		.04 each

. . . . . .

SCHOOL AND COLLEGE ABILITY TESTS (SCAT)

GRADES 4-COLLEGE SOPHOMORES

The SCAT series has been developed to help teachers, counselors and students estimate the capacity of individuals to undertake the academic work of the next higher school level. The tests measures developed ability, indicative of the relative academic success the student is likely to achieve in his next steps up the educational ladder.

Each test booklet in the SCAT series contains four relatively short subtests or parts. Two of these subtests, Part I and III, are measures of developed ability in skills closely related in student success in the verbal kinds of school learning. The total number of right answers on these two parts is converted into a Verbal Score. The two other subtests, Part II and IV, are measures of ability in certain quantitative skills of number manipulation and problem solving. These two parts yield a Quantitative Score. The kinds of material in the four parts of the test are as follows:

Part 1—30 sentence-completion tasks
Part II—25 numerical computation tasks
Part III—30 vocabulary tasks
Part IV—25 numerical problem-solving tasks
Level V has 25 tasks in each of the four parts.

Separate answer sheets are required,—they may be hand or machine scored. Directions are packaged with the tests, but the Manual for Interpreting Scores must be ordered separately. When ordering tests specify level.

SCHOOL AND COLLEGE ABILITY TESTS (SCAT)	TIME	FORM	NET PRICE
Level 5 (Grades 4-6)	70 min.—can be divided into two 45 min. periods	A or B	$6.04 pkg/20
Level 4 (Grades 6-8)	Same as Level 5	A or B	6.04 pkg/20
Level 3 (Grades 8-10)	Same as Level 5	A or B	6.04 pkg/20
Level 2 (Grades 9-12)	Same as Level 5	A or B	6.04 pkg/20
Level 1 (Grades superior 12, college freshmen and sophomores)	Same as Level 5	A	6.04 pkg/20
Extra Accessories			
FOR ALL LEVELS & FORMS			
IBM 1230 Answer Sheets			.04 each
IBM 805 Answer Sheets			.80 pkg/20
Class Records			.11 each
Manual for Interpreting			1.35 each
Student Profile Sheets			1.23 pkg/20
Punch Out Stencils			.17 each

. . . . . .

SRA PRIMARY MENTAL ABILITIES (SRA-PMA) Rev. 1962 **GRADES KINDERGARTEN-12**

The SRA Primary Mental Abilities test is a guide in grouping students according to ability. Pertinent tests at different age and grade levels account for the appropriate differences in abilities. Counselors find the SRA Primary Mental Abilities results equally useful in predicting educational success and in counseling the student and his parents in the vital areas of educational and vocational planning, where a realistic picture of intellectual strengths and weaknesses is of major importance.

SRA PRIMARY MENTAL ABILITIES (SRA-PMA)	TIME	NET PRICE
Grades K-1 Consumable Booklets	60 min.	$5.04 pkg/20
Manuals		.35 each
Grades 2-4 Consumable Booklets	60 min.	5.04 pkg/20
Manuals		.35 each

Grades 4-6 Reusable Booklets	60 min.	.77 each
IBM 805 Answer Sheets		.10 each
IBM 805 Stencils		1.35 per set
Manuals		.69 each
Profiles		.06 each
Grades 6-9 Reusable Booklets	55 min.	.77 each
IBM 805 Answer Sheets		.10 each
IBM 805 Stencils		2.02 per set
Manuals		.69 each
Profiles		.06 each
Grades 9-12 Reusable Booklets	55 min.	.77 each
IBM 805 Answer Sheets		.10 each
IBM 805 Stencils		2.02 per set
Manuals		.69 each
Profiles		.06 each

. . . . . .

SLOSSON INTELLIGENCE TEST (SIT) **Children & Adults**

This is a short individual screening instrument for use by professional persons such as teachers, principals, psychologists, guidance counselors, social workers, nurses, reading specialists, speech therapists, etc. It is also intended for phyicians, pediatricians, etc. and others who deal in a responsible professional way with problems in teaching, guidance and counseling. Has a high reliability coefficient of .97 (test-retest interval within a period of two months). Has a high validity coefficient of .95 in correlation with the Stanford-Binet, Form L-M. (The Stanford-Binet, Form L-M by Lewis M. Terman and Maud A. Merrill, published by Houghton Mifflin Company, Boston, 1960, was used as the criterion of validity.)

SLOSSON INTELLIGENCE TEST (SIT)	FORM	NET PRICE
Complete Set of SIT		$5.04 pkg/20
Score Sheets		1.03 pkg/20
Oral Reading		1.03 pkg/20
A Game to improve your child's reading		1.03 pkg/20
IQ classification & Percentile Charts		1.03 pkg/20
The Relationship between intelligence, adjustment & efficiency		1.03 pkg/20
Emotionally disturbed children & delinquency		1.03 pkg/20

. . . . . .

STANFORD-BINET SCALES
(Copyright 1960) **GRADES 2 TO ADULT**

An individual test of intelligence, to be given by a *qualified* examiner to only one person at a time. Every person who is to give the test should first study the Manual thoroughly—this gives specific directions for administering and scoring the scales. Proper administration and reliable results depend on the accurate following of these directions.

STANFORD-BINET SCALES	TIME	FORM	NET PRICE
Record Booklets	No limit	L-M	$6.04 pkg/35
Record Forms		L-M	3.24 pkg/35
Printed Material (Large)		L-M	4.01 each
Printer Material (Small)		L-M	2.02 each
Manual		L-M	7.21 each

Achievement Batteries and Tests

CALIFORNIA ACHIEVEMENT TEST BATTERIES (Copyright 1957)—1963 Norms — GRADES 1-14

The five levels of the California Achievement Tests provide an articulated series which measures, at appropriate levels, the basic skills and learning functions. This makes possible a sequential testing program from grades 1-14 in both a statistically scaled and continuous area-of-content manner. The various forms (W,X, etc.) on each level can be alternated for retesting as they are equivalent in content, discriminating power, and difficulty. Time: 29-150 minutes.

CALIFORNIA ACHIEVEMENT TESTS	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$ 8.55 pkg/35
Class Records	ALL	.14 each
Keys	ALL	.43 per set
Manuals/1963 Norms	ALL	1.02 each
Upper Primary (Grades 3-Lower 4)	W,X	9.27 pkg/35
Class Records	ALL	.14 each
Keys	ALL	.43 per set
Manuals/1963 Norms	ALL	1.02 each
Elementary (Grades 4-6)	W,X	10.58 pkg/35
Class Records	ALL	.14 each
IBM 805 Answer Sheets: Arithmetic	ALL	.08 each
Language	ALL	.08 each
Reading	ALL	.08 each
IBM 805 Hand Stencils	ALL	.95 each
IBM 805 Machine Stencils	ALL	2.80 per set
Scorezes: Arithmetic	ALL	.14 each
Language	ALL	.14 each
Reading	ALL	.14 each
Keys (for test booklets)	ALL	.43 each
Manuals/1963 Norms	ALL	1.02 each
Profiles	ALL	.04 each
IBM 1230 answer sheets for Elementary, Junior High, and Advanced		.08 each
IBM 1230 Sencil Key for Elementary, Junior High, and Advanced		3.02 per set
Junior High (Grades 7-9) (All prices are the same as Elementary with the exception of Machine Stencils)	W,X	10.58 pkg/35
Advanced (Grades 9-14) (All prices are the same as Elementary with the exception of Machine Stencils)	W,X	10.58 pkg/35
IBM 805 Machine Stencils	ALL	6.55 per set

CALIFORNIA ACHIEVEMENT TEST, 1970 Edition

The California Achievement Tests, 1970 Edition, are basically similar to the 1957 Edition even though the changes in appearance and format are substantial. The CAT, 1970 Edition contains tests of knowledge and understandings in Reading, Mathematics, and Language. Each level overlaps adjoining levels (above and below) so that a completely articulated series is available to measure achievement growth through all grades. Time: 1 hr and 54 min—2 hrs and 33 mins.

CALIFORNIA ACHIEVEMENT TEST	FORM	NET PRICE
Level 1 (Grades 1.5-2)	A	$10.82 pkg/35
Class Records	A	.14 each
Keys	A	2.68
Student Profile Sheets	A	.05 each
Examiner's Manual	A	1.02 each
Level 2 (Grades 2-4)	A	10.82 pkg/35
Class Records	A	.14 each
Keys	A	2.68
Student Profile Sheets	A	.05 each
Examiners Manual	A	1.02 each
Level 3 (Grades 4-6)	A	12.02 pkg/35
Class Records	A	.14 each
IBM 1230 Answer Sheets: Mathematics	ALL	.08 each
Reading	ALL	.08 each
Language	ALL	.09 each
IBM 1230 Hand Stencil	A	5.34 per set
Student Profile Sheets	A	.05 each
Examiners Manual	A	1.02 each
Level 4 (Grades 6-9)	A	12.02 pkg/35
Class Records		.14 each
IBM 1230 Answer Sheets (Same as Level 3)	A	
IBM 1230 Hand Stencils (Same as Level 3)	A	
Student Profile Sheets	A	.05 each
Examiners Manual	A	1.02 each
Level 5 (Grades 9-12)	A	12.02 pkg/35
Class Records	A	.14 each
IBM 1230 Answer Sheets (Same as Level 3)	A	
IBM 1230 Hand Stencils (Same as Level 3)	A	
Student Profile Sheets	A	.05 each
Examiners Manual	A	1.02 each
Test Coordinator's Handbook	ALL	3.35 each

. . . . . .

COMPREHENSIVE TESTS OF BASIC SKILLS — Grades 2.5-12

The Comprehensive Tests of Basic Skills (CTBS) are designed to measure the extent to which students have acquired skills that are required for effective use of language and number in everyday living and for further academic study. The items measuring these skills are classified by intellectual processes and contest in the areas of Reading,

Language, Arithmetic, and Study Skills, so that results are readily usable in further educational planning, instruction, and guidance of students.

COMPREHENSIVE TESTS OF BASIC SKILLS	FORM	NET PRICE
Level 1 Hand-scorable (Grades 2.5-4)	Q or R	$12.50 pkg/35
Examiner's Manual	Q or R	1.35 each
Level 2 (Grades 4-6)	Q or R	14.41 pkg/35
Examiner's Manual	Q or R	1.35 each
IBM 1230 Stencil Keys	Q or R	5.34 per set
Scorezes: Reading	ALL	14 each
Language	ALL	.14 each
Arithmetic	ALL	.14 each
Study Skills	ALL	.14 each
Level 3 (Grades 6-8)	Q or R	14.41 pkg/35
(All prices are the same as Level 2)		
Level 4 (Grades 8-12)	Q or R	14.41 pkg/35
(All prices are the same as Level 2)		
IBM 1230 Answer Sheets: Reading	ALL	.08 each
Language	ALL	.08 each
Arithmetic	ALL	.08 each
Study Skills	ALL	.08 each
Profile Sheets—All Levels		.04 each
Test Coordinator's Handbook—All Levels		3.35 each
Class Record Sheets—All Levels		.14 each
Bulletin of Technical Data—All Levels		3.35 each

. . . . . .

IOWA HIGH SCHOOL CONTENT EXAMINATION (Copyright 1943) **GRADES 11-12**

Based on the month of April — this quick-scoring examination is designed to provide an accurate appraisal of the high school senior's and the college student's knowledge of the four basic areas of the typical academic high school curriculum (English Grammar and Literature, Mathematics, Science, and Social Studies). Total score furnishes an evaluation of the student's general mastery of the subject-matter content in these areas. Part scores reveal fields in which the student is strong or weak. Each package contains 25 test booklets and 25 hand-scoring answer sheets.

IOWA HIGH SCHOOL CONTENT EXAMINATION	FORMS	NET PRICE
Test Booklet/answer sheets	L or M	$5.37 pkg/25
Extra Hand-scoring Answer Sheets		.04 each
Hand Stencils (not in pkg. of tests—Specify form)	L,M	.34 each
IBM 805 Answer Sheets		.09 each
IBM 805 Machine Stencils (specify form)	L,M	.69 per set
Examiner's Manual (Not in pkg. of tests)		.49 each

. . . . . .

IOWA TESTS OF BASIC SKILLS (Copyright 1956) **GRADES 3-9**

Tests for grades 3 through 9 are in one spiral-bound reusable booklet. The tests for each grade are adapted specifically to that grade, using some of the test items from adjacent grades which are appropriate for measuring the extreme ranges in the grade tested. Areas tested are Vocabulary, Reading Comprehension, Language Skill, Work-Study Skills, and Arithmetic Skills.

IOWA TEST OF BASIC SKILLS	FORM	NET PRICE
Test Booklets (Specify Form)	I II III or IV	$1.42 each
MRC Answer Sheets/Manual/2 Class Records, 35 profiles (Specify Grade)		5.22 pkg/35
MRC Answer Sheets, single copy, (Specify Grade)		.12 each
Scoring Masks (Specify *Grade* & *Form*)	I II III or IV	1.30 each
Teacher's Manuals	ALL	1.62 each
Manual for Administrators	ALL	1.62 each
Class Records	ALL	.06 each
Profiles	ALL	.06 each

. . . . . .

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1952) **GRADES 9-12**

A battery of nine objective tests designed to provide a comprehensive and dependable description of the general educational development of the high school pupil. Over 700 items are included, each selected for its discriminating power in the evaluation of the ultimate and lasting results of an educational program.

This is not primarily a test of subject matter; emphasis here is on broad intellectual skills and interests, or understanding of and ability to use what is learned, rather than on sheer knowledge of facts. The tests are designed for annual administration to all students in the upper grades, regardless of grade classification or course registration. School administrators have found it a reliable and scientific aid in adapting instruction and guidance to individual pupil needs, evaluating and raising the levels of class and school achievement, correcting student and curriculum weaknesses, identifying gifted children and stimulating better education, reducing the number of drop-outs and repeaters.

Form Y-3S tests come in individual packages and can be ordered separately, or as a battery. Please specify, IBM answer sheets and stencils, by Test *Number* and *Title*. A separate answer sheet is required for each test administered. For example: If all nine tests are administered, each student would need nine answer sheets. Form X-4 or Y-4 is a single booklet of all 9 tests.

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1952)	FORM	NET PRICE
Test 1, Understanding of Basic Social Concepts. 55 mins.	Y-3S	$3.05 pkg/20
IBM 805 answer sheets		.07 each

IBM 805 Machine keys		.65 each
Extra Manual		.32 each
Class Records		.10 each
Profile leaflets		.07 each
Test 2, General Background in the Natural Sciences. 60 mins.	Y-3S	Same as Above
Test 3, Correctness and Appropriateness of Expression. 60 mins.	Y-3S	"
Test 4, Quantitative Thinking. 65 mins.	Y-3S	"
Test 5, Interpretation of Reading Materials in the Social Studies. 60 mins.	Y-3S	"
Test 6, Interpretation of Reading Materials in the Natural Sciences. 60 mins.	Y-3S	"
Test 7, Interpretation-Literature. 50 mins.	Y-3S	"
Test 8, General Vocabulary. 22 mins.	Y-3S	"
Test 9, Use of Sources of Information. 27 mins.	Y-3S	"

IOWA TEST OF EDUCATIONAL DEVELOPMENT (Copyright 1960)	**FORM**	**NET PRICE**
Test Booklets (all 9 tests)	X-4 or Y-4	$1.42 each
IBM 1230 Answer Sheets		.10 each
IBM 1230 Hand-Scoring Stencils	X-4 or Y-4	3.02 set
Norms Booklets		.69 each
How to Use Test Results		.69 each
School Administrator's Manual		.69 each
Examiner's Manual		.69 each
IBM 1230 Examiner's Manual		.69 each

. . . . . .

METROPOLITAN ACHIEVEMENT TESTS (Copyright 1959) **GRADES 1-12**

Metropolitan Achievement Tests measure the essential skills of reading, arithmetic, and language, and, at the appropriate grades, the mastery of study skills and of science and social studies content.

METROPOLITAN ACHIEVEMENT TESTS (Hand Scoring)	**FORM**	**NET PRICE**
Primary I (Latter half of Grade 1) 105 mins.	A,B,C	$10.22 pkg/35
Extra accessories		1.76 per set
Primary II (Grade 2 and beginning 3) 2 hrs.	A,B,C	12.62 pkg/35
Extra accessories		2.29 per set
Elementary (Grades 3 & 4) 2 hrs., 45 mins.	A,B,C	14.55 pkg/35
Extra accessories		2.56 per set

Intermediate Complete (Grades 5 & 6) 4 hrs.	A,B,C	16.81 pkg/35
Extra accessories		3.49 per set
Advanced Complete (Grades 7-9) 4¼ hrs.	A,B,C	16.81 pkg/35
Extra accessories		3.62 per set
Intermediate Complete (Grades 5 & 6) 4½ hrs.	AM or BM	16.81 pkg/35
IBM 805 Answer Sheets: Arithmetic (Specify form)	AM or BM	3.09 pkg/35
Language	AM or BM	3.09 pkg/35
Reading	AM or BM	3.09 pkg/35
Social Studies	AM or BM	3.09 pkg/35
IBM 805 Machine Stencils (Specify form)	AM or BM	6.54 per set
Advance Complete (Grades 7-9) 4½ hrs. IBM answer sheets and stencils same as intermediate (Specify forms)	AM or BM	17.41 pkg/35
*High School Battery (Grades 9-12) 5¼ hours (7 sittings)	AM, BM	16.69 pkg/35
IBM 805 Answer Sheets:		
Reading, Spelling, Language (Specify form)	AM, BM	3.36 pkg/35
Study Skills & Social Studies	AM, BM	3.36 pkg/35
Mathematics & Science	AM, BM	3.36 pkg/35
IBM 805 Machine Keys (Specify form)	AM, BM	5.61 set/6
Directions		.69 each
Guide for Interpreting		.55 each
Class Records		.14 each
Profile Charts		4.02 pkg/35
IBM 123 Answer Sheets:		
Reading/Arith.	ALL	3.75 pkg/35
Social Studies/Science	ALL	3.75 pkg/35
Spelling/Language	ALL	3.75 pkg/35
(Specify Grade: Intermediate, Advanced, and High School)		
IBM 1230 Sencil Keys (Intermediate)	AM, BM	4.68 per set
IBM 1230 Sencil Keys (Advanced)	AM, BM	5.61 per set
IBM 1230 Stencil Keys (High School)	AM, BM	5.61 per set

*Either IBM 805 or IBM 1230 answer sheets required.

. . . . . .

METROPOLITAN ACHIEVEMENT TESTS, 1970 EDITION — Grades 1-9.5

	FORM	NET PRICE
Primer (End of Kindergarten— Grade 1.4) 67 mins.	F	$11.42 pkg/35
Hand Scoring Key	F	1.35 each
Primary I (Grades 1.5-2.4) 85 mins.	F, G	11.42 pkg/35
Hand Scoring Key	F, G	1.62 each

Primary II (Grades 2.5-3.4) 133 mins.	F, G	13.22 pkg/35
Hand Scoring Key	F, G	1.88 each
Elementary (Grades 3.5-4.9) 165 mins.	F, G	13.22 pkg/35
Hand Scoring Key	F, G	1.38 each
Intermediate Complete (Grades 5.0-6.9) 260 mins.	F, G	16.81 pkg/35
Hand Scoring Key	F, G	2.28 each
IBM 1230 Answer Sheets (set of 3)	F, G	10.10 pkg/35
IBM 1230 Stencil Key	F, G	5.61 each
Advanced Complete (Grades 7.0-9.5) 255 mins.	F, G	18.01 pkg/35
Hand Scoring Key	F, G	2.28 each
IBM 1230 Answer Sheets (set of 3)	F, G	10.10 pkg/35
IBM 1230 Stencil Key	F, G	5.61 each
Teacher's Handbook (Specify level & form)	F, G	1.35 each
Teacher's Directions (Specify level & form)	F, G	1.02 each
Class Record/Class Analysis Chart (Specify Level & Form)	F, G	.34 each

. . . . . .

STANFORD ACHIEVEMENT TEST—1964 Edition **GRADES 1-12**

This latest revision of the Stanford series offers completely new, up-to-date content, organization, format, and norms based on the 1963 standardization program involving pupils in all 50 states. The Stanford Achievement Test measures the instructional outcomes sought in today's schools in both content and skills areas. It provides dependable, efficient measurement to aid in instruction, guidance, and evaluation of the curriculum.

Six complete batteries cover commonly taught subject matter of the twelve grades.

STANFORD ACHIEVEMENT TEST	FORM	NET PRICE
Primary I Battery (Grades 1.5-2.4) 3 hrs.	W, X, Y	$ 9.63 pkg/35
*Scoring Key	W, X, Y	1.35 set
Primary II Battery (Grades 2.5-3.9) 4 hrs.	W, X, Y	9.99 pkg/35
*Scoring Key	W, X, Y	1.75 each
Intermediate I Battery (Grades 4.0-5.4) 5 hrs.	W, X, Y	15.85 pkg/35
*Scoring Key for Test Booklet	W, X, Y	1.88 each
IBM 805 Answer Sheets—Sets	ALL	9.21 pkg/35
IBM 805 Machine Keys	W,X,Y	4.68 set/5
IBM 1230 Answer Sheets (set of 3)	W,X,Y	11.22
IBM 1230 Stencil Keys	W,X,Y	4.68 set
Intermediate II Battery (Grades 5.5-6.9) 5½ hrs.	W, X, Y	15.85 pkg/35
*Scoring Keys for Test Booklet	W, X, Y	1.75 each
IBM 805 Answer Sheets—Set	ALL	9.21 pkg/35
IBM 805 Machine Keys	W,X,Y	5.61 set/6

IBM 1230 Answer Sheets (set of 3)	W,X,Y	11.22
IBM 1230 Stencil Keys	W,X,Y	4.68 set
Advanced Battery (Grades 7.0-9.9)	W, X, Y	15.85 pkg/35
*Scoring Keys for Test Booklet	W, X, Y	1.88 each
IBM 805 Answer Sheets—Set	ALL	9.21 pkg/35
IBM 805 Machine Keys	W,X,Y	5.61 set/6
IBM 1230 Answer Sheets (set of 3)	W,X,Y	11.22
IBM 1230 Stencil Keys	W,X,Y	4.68 set
High School Battery (Grades 9-12) 5 hrs. 20 mins. (6 sittings)	W, X	19.80 pkg/35
IBM 805 Answer Sheets	ALL	6.15 pkg/35
IBM 805 Machine Keys (Specify form)	W, X	4.68 set/4
IBM 1230 Answer Sheets	ALL	7.48 pkg/35
IBM 1230 Stencil Keys	W, X	3.74 set
Comprehensive Manual		1.62 each

*Scoring Keys do not come in package of tests.

. . . . . .

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

GRADES 4-Adult

The STEP series makes possible a testing program aimed at the central goal of most teachers—the ability of students to use what they have learned in the classroom. They measure these skills in a continuous way from the fourth grade of elementary school through the sophomore year of college.

SEQUENTIAL TEST OF EDUCATIONAL PROGRESS	FORM	NET PRICE
Level 4 — *Reading Test* (Grades 4-6) 70 mins.	A,B	$6.04 pkg/20
Writing Test	A,B	6.04 pkg/20
Mathematics Test	A,B	6.04 pkg/20
Science Test	A,B	6.04 pkg/20
Social Studies Test	A,B	6.04 pkg/20
Listening Test	A,B	6.04 pkg/20
Directions for Administering and Scoring for Listening only	A,B	1.35 each
IBM 805 Answer Sheets (One sheet per student for each test given)	ALL	.04 each
Punchout Stencil	A,B	.17 each
Manual for Interpreting (Specify level & subject)	A,B	1.35 each
Technical Reports	ALL	1.35 each
Score Distribution sheets	ALL	.11 each
Student Report Forms	ALL	.80 pkg/20
Profiles	ALL	1.23 pkg/20
Level 3 — (Grades 7-9)	A,B	Same as above
Level 2 — (Grades 10-12)	A,B	Same as above
Level 1 — (Freshman & Sophomore College)	A,B	Same as above

Foreign Language

COOPERATIVE FOREIGN LANGUAGE TESTS (Copyright 1965)

In each language the tests assess skills in Listening, Speaking, Reading and Writing at two levels of competence. Level "L" intended for secondary students completing one or two years of study and college students with two semesters of study. Level "M" intended for secondary students completing three or four years of study and college students completing four semesters of study. For each language there are four test booklets. Lower level booklets are designated LA or LB, and higher levels as MA or MB. The forms at each level may be used alternatively. Each booklet contains complete tests in Reading and Writing, the printed stimulus materials and pictures for Speaking. There is also an evaluation form for the teacher to use in scoring the Speaking test. Tests of various skills are not available separately. IBM 805 answer sheets for use if Listening or Reading tests are to be scored on the IBM 805 scoring machine or by hand. One *Handbook* covers all tests. It includes detailed Directions for Administering and Scoring, the Technical Report, and the Manual for Interpreting Scores. When ordering materials specify language, level, and form.

COOPERATIVE FOREIGN LANGUAGE TESTS	FORM	NET PRICE
French Test Booklets	LA, LB, MA or MB	$6.04 pkg/10
Scoring Keys for Booklets	LA, LB, MA or MB	.34 each
Spanish Test Booklets	LA, LB, MA or MB	6.04 pkg/10
Scoring Keys for Booklets	LA, LB, MA or MB	.34 each
IBM 805 Answer Sheets	ALL	.04 each
Punch-Out Scoring Stencils (for IBM Answer Sheets)		1.69 pkg/10
Handbook	ALL	1.35 each
Norms Booklet	ALL	1.35 each

Language Arts

CALIFORNIA LANGUAGE TEST **GRADES 4-14**

This test is the Language test taken from the achievement series of the California Achievement Tests. Answer sheets or scorezes are optional.

CALIFORNIA LANGUAGE TEST	FORM	NET PRICE
Elementary (Grades 4-6) 25 mins.	W,X	$6.97 pkg/35
IBM 805 Answer Sheets	ALL	.08 each
Scorezes	ALL	.13 each
IBM 805 Hand Keys for answer sheets	ALL	.95 each
IBM 805 Machine Keys	ALL	1.90 each
Junior High (Grades 7-9) (All prices are the same as Elementary with the exception of Machine Keys)	W,X	6.97 pkg/35
Machine Keys	ALL	1.90 each
Advanced (Grades 9-14) (All prices are the same as Elementary with the exception of Machine Keys)	W,X	6.97 pkg/35
Machine Keys	ALL	1.90 each
IBM1230 Answer Sheets (Elementary, Jr. Hi., & Adv.)	ALL	.08 each
IBM 1230 Scoring Stencil (Elementary, Jr. Hi., & Adv.) (Specify Grade)	W,X	1.01

. . . . . .

CALIFORNIA PHONICS SURVEY (Copyright 1963) **GRADES 7-Adult**

This test is more than a measure of phonic skills. It is also a measure of the effective use of these skills in silent reading, spelling, composition, and mechanics of English. It identifies students who have acquired all the phonics facts necessary for accurate reading, but who do not make adequate use of this knowledge in their reading. In addition, it identifies those who lack these necessary phonic skills, but who have developed such sight vocabularies that this handicap has been effectively covered up. The Diagnostic Profile reveals the areas in which students have particular weaknesses in phonic skills.

Two forms of the test are available. The test booklet, which contains the possible responses, is the same for both forms and manual contains the two sets of stimulus words, sentences, or sounds that are read to the examinees. Form 1 can be used for survey testing and diagnostic analysis. Form 2 is available for survey testing only. Because of the unusual syllables which occur, the use of taped directions assures uniform and proper pronunciation. Examinees may record their responses either on IBM Answer Sheets, scorezes, or in the test booklet.

CALIFORNIA PHONICS SURVEY	FORM	NET PRICE
Test Booklet (Grades 7-Adult) 40 mins.	1	$5.10 pkg/35
Manual of Directions	1	1.02 each
Tape Recorded Directions for Administration	1	7.94 each
IBM 805 Answer Sheets	ALL	.07 each
Scoreze (Form 1 only)	1	.13 each
IBM 805 Hand/Machine Scoring Stencils (Specify Form)	1	9.00 per set

. . . . . .

COMPREHENSIVE TEST OF BASIC SKILLS—LANGUAGE		Grades 2.5-12
Level 1 (Grades 2.5-4)	Q or R	$6.45 pkg/35
Level 2 (Grades 4-6)	Q or R	6.93 pkg/35
Level 3 (Grades 6-8)	Q or R	6.93 pkg/35
Level 4 (Grades 8-12)	Q or R	6.93 pkg/35

COOPERATIVE ENGLISH
(Combined booklet edition) 1960 **GRADES 9-12**

This comprehensive instrument to measure the most important basic English skills has now been compiled into two tests for each level instead of three. There is only one answer sheet for the revised edition and it can be hand or machine scored. The same answer sheet is used for all forms and all levels.

COOPERATIVE ENGLISH	FORM	NET PRICE
Lower Level Test Booklets	2A, 2B	$10.22 pkg/20
IBM Answer Sheets	ALL	.80 pkg/20
Manual for Interpreting scores	ALL	2.68 each
Student Report-Profile	ALL	.80 pkg/20
Score Distribution Sheets	ALL	1.21 pkg/50
Technical Report	ALL	2.68 each
Higher Level Test Booklets	1A, 1B	All prices same as above.
Punch-out Stencils		.11

. . . . . .

Mathematics

BASIC SKILLS IN ARITHMETIC TESTS — GRADES 6-12

Fundamental arithmetic skills, including problems involving whole numbers, fractions, decimals, and percentages are measured by this test. Results help determine group and individual instructional needs. They can also be used for counseling and selection of students for enrollment in courses requiring arithmetical background. Diagnostic class record sheets must be ordered separately.

BASIC SKILLS IN ARITHMETIC TESTS	FORM	NET PRICE
Test Booklets (Grades 6-12) 45 mins.	A	$ .22 each
Diagnostic Class Record Sheets		.18 each

BRESLICH ALGEBRA SURVEY TEST — 1st-2nd SEMESTERS

The First Semester Test is used at the end of the first semester to determine how much algebra the pupils have assimilated and where the work needs to be strengthened for individuals and for classes. Consists of six parts: Part I, Algebra Concepts; Part II, Changing Algebraic Expressions to Simpler Forms; Part III and Part IV, Solving Equations and Deriving Equations from Problems; Part V, Formulas and Graphs; Part VI, Factoring.

The Second Semester Test used at the end of the second semester consists of six parts: Part I, Algebraic Concepts; Part II, Algebraic Processes; Part III, Solving Equations; Part IV, Problems; Part V, Fractions; Part VI, Functional Relationships.

BRESLICH ALGEBRA SURVEY TEST	FORM	NET PRICE
1st Semester Test. 42 mins.	A,B	$4.17 pkg/35
2nd Semester Test. 52 mins.	A,B	$4.17 pkg/35

CALIFORNIA ALGEBRA APTITUDE TEST — Jr. Hi. and Sr. Hi.

This test is used to recognize as early as possible and place in ability sections pupils of superior aptitude for mathematics for the more intensive instruction suited to their capacities, so that the students incapable of profiting from the study of algebra may be spared the waste of time and effort and may direct their energies to other subjects.

CALIFORNIA ALGEBRA APTITUDE TEST	NET PRICE
Test Booklets	$2.71 pkg/25

CALIFORNIA ARITHMETIC TEST — GRADES 1-4

These tests are identical to the corresponding parts of the complete California Achievement Test batteries, WXYZ. Each level is divided into two major tests, Arithmetic Reasoning and Arithmetic Fundamentals. The major tests in turn are divided into three or four sections, giving part scores for diagnostic purposes. IBM Answer Sheets and Scorezes are optional.

CALIFORNIA ARITHMETIC TEST	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$5.68 pkg/35
Upper Primary (Grades 3-4)	W,X	same as above
Elementary (Grades 4-6)	W,X	6.27 pkg/35
IBM 805 Answer Sheets (Specify Grade)	ALL	.08 each
IBM 805 Machine Stencil (Specify Grade & Form)	W,X	2.83 each
IBM 805 Hand Stencil (Specify Grade and Form)	W,X	.95 each
Scorezes (Specify Grade)	W,X	.13 each
Junior High (Grades 7-9)	W,X	6.27 pkg/35
Advanced (Grades 9-14)	W,X	6.27 pkg/35
IBM, scorezes, etc., same as Elementary.		
IBM 1230 Answer Sheets (Elem., Jr. Hi., & Adv.) (Specify Grade)	ALL	.08 each
IBM 1230 Scoring Stencils (Elem., Jr. Hi., & Adv.) (Specify Grade and Form)	W,X	1.01 each

. . . . . .

CALIFORNIA MATHEMATICS TEST, 1970 EDITION	FORM	NET PRICE
Level 1	A	$6.04 pkg/35
Level 2	A	6.04 pkg/35
Levels 3, 4, & 5	A	7.23 pkg/35

(See Achievement series for IBM Answer Sheets, etc.)

. . . . . .

COMPREHENSIVE TEST OF BASIC SKILLS—ARITHMETIC		Grades 2.5-12
Level 1 (Grades 2.5-4)	Q or R	$6.45 pkg/35
Level 2 (Grades 4-6)	Q or R	6.93 pkg/35
Level 3 (Grades 6-8)	Q or R	6.93 pkg/35
Level 4 (Grades 8-12)	Q or R	6.93 pkg/35

(See Achievement series for IBM Answer Sheets, etc.)

. . . . . .

CONTEMPORARY MATHEMATICS TEST (Copyright 1965) Grades 3-12

The *Contemporary Mathematics Test* series is designed to assess knowledge of concepts unique to the several most widely taught modern mathematics programs. This five-level series (including contemporary algebra), with two forms at each level, supplements the *California Achievement Tests*. The series provides an indication of the extent to which any student or class has mastered the course content at the appropriate grade level. Although the tests are divided into two parts (administrative units) and contain items reflecting eight content categories, only one score—the total—is obtained. Emphasis is placed on measuring understanding of concepts and skills in the areas of (1) structure and number, and (2) special mathematical devices. All tests are composed of machine-scorable, multiple-choice items, and any level may

be administered using one set of directions and one especially designed answer form. Answers may be marked either in the test booklet or on separate answer forms, but supplemental directions are required when a separate answer form is used. Responses marked in the booklet must be hand scored; the answer form may be scored by hand or by machine.

. . . . . .

CONTEMPORARY MATHEMATICS TEST	TIME	FORM	NET PRICE
Lower-Elementary (Grades 3-4)	35 min.	W or X	$7.37 pkg/35
Upper-Elementary (Grades 5-6)	35 min.	W or X	7.37 pkg/35
Junior High (Grades 7-9)	40 min.	W or X	7.37 pkg/35
Algebra (First year of study, generally Grades 8-9)	45 min.	W or X	7.37 pkg/35
Advanced (Grades 9-12)	45 min.	W or X	7.37 pkg/35
IBM 1230 Answer Sheets (ALL LEVELS)		ALL	.08 each
IBM 1230 Hand Key (ALL LEVELS)		ALL	1.02 each
Examiner's Manual		ALL	1.02 each

. . . . . .

COOPERATIVE MATHEMATICS TESTS **Grades 8-9-High School**

Algebra I: Terminology; combining terms; translation from verbal to algebraic expressions; solution of linear equations; substitution in algebraic expressions and equations; solution of literal equations; exponents and roots; algebraic multiplication and division; averages; systems of linear equations; graphs of linear functions; linear inequalities and order; factoring and quadratic equations; division by zero variation.

Algebra II: Operations with algebraic expressions; roots and powers of numbers; solution of linear equations and inequalities; solution of quadratic equations and inequalities; solution of systems of equations and inequalities; solution of "word problems"; properties of linear functions; properties of quadratic functions; factoring; progressions; logarithms; exponential equations and equations involving radicals; complex numbers; evaluation of a function; absolute value.

Algebra III: Algebraic fractions; equations of first degree; equations of second degree; equations of degree > 2; systems of equations; functions; exponents and exponential equations; binomial expansion; complex numbers; logarithms; determinants; graphs and coordinates; properties of polynomials; inequalities; series and sequences; absolute value.

Arithmetic: Basic laws and properties of operation; odd and even numbers; factors and multiples; place value; number line; ordering and inclusion; operations with whole numbers; fractions and mixed numbers; decimals; percentage; conversions (decimals, fractions, per cent); denominate numbers; ratio and proportion; scales; averages; graphs; estimation.

Geometry: Angle relations and measures; angle relations, parallel lines; properties of triangles; areas and perimeters (plane figures except circles); circles; circumference and area of circles; applications of pytha-

gorean theorem; properties of polygons (more than 3 sides); congruence; similarity; logic and nature of proof; coordinate geometry; solids; parallelism and perpendicularity in space; locus in space. This test has two parts. Part I deals with plane geometry concepts: Part II covers material drawn from both plane and solid geometry.

Structure of the Number System (Modern Mathematics classes): Arithmetic judgement; commutative, associative and distributive laws; closure; inverses and identities; properties of integers; place value; factors, divisors, and multiples; prime numbers; number lines; zero denominator; number systems (bases other than 10); modular arithmetic; Roman numerals.

Trigonometry: Definition of trigonometric functions; radian measure of angles; interpolation in tables; trigonometric functions of special angles; functions of (positive and negative) angles in different quadrants; inverse trigonometric functions; fundamental identities; addition and double angle formulas; solution of right triangles; area of triangles; trigonometric equations; trigonometric inequalities; laws of sines and cosines; periodicity and amplitude; graphs of trigonometric functions.

COOPERATIVE MATHEMATICS TESTS	FORM	NET PRICE
Algebra I Test Booklets	A, B	$7.23 pkg/20
Algebra II Test Booklets	A, B	7.23 pkg/20
Arithmetic (Grades 7, 8, 9) Test Booklets	A, B	7.23 pkg/20
Geometry Test Booklets	A, B	7.23 pkg/20
Structure of the Number System (Grades 8, 9) Test Booklets	A, B	7.23 pkg/20
Trigonometry Test Booklets	A, B	7.23 pkg/20
IBM 805 Answer Sheets		.80 pkg/20
IBM 1230 Answer Sheets		.04 each
Punch-out stencils		.17 each
Mathematics Handbook (For all math. tests)		2.68 each

. . . . . .

IOWA ALGEBRA APTITUDE TEST,
Third Edition (1967) **High School**

Designed for use with modern mathematics classes as well as regular algebra classes. This test has been shown to possess high reliability and validity. The reliability was estimated at .93 by the Kuder-Richardson procedure, and correlations with achievement tests produced validity coefficients of .75 and .78.

IOWA ALGEBRA APTITUDE TEST	NET PRICE
Test Booklets	$8.70 pkg/35
IBM 805 Answer Sheets	.09 each
IBM 805 Keys	.42 each
Keys for Test Booklet	.68 each
Manuals	.55 each
Class Records	.14 each

. . . . . .

LANKTON FIRST-YEAR ALGEBRA TEST (1965) — Grades 9-12

A measure of achievement of today's objectives in the introductory high school algebra course. Time: 40 minutes.

LANKTON FIRST-YEAR ALGEBRA TEST	FORM	NET PRICE
Test Booklet	E, F	$11.62 pkg/35
Scoring Key (for booklet)	E, F	1.35 each
IBM 805 Answer Sheet		3.09 pkg/35
IBM 805 Machine Key		.95 each

LEE TEST OF ALGEBRAIC ABILITY — High School

The specific uses to which the results of this test can be applied are:

1. To determine whether or not a student should take algebra.
2. To aid in sectioning classes.
3. To determine various levels of ability within the class as an aid to instruction in case conditions do not permit sectioning.
4. To discover, at the beginning of the term, pupils who are capable of doing exceptional work in algebra.
5. To provide a measure of the student's algebraic ability so that a teacher can tell whether poor work is due to lack of ability or to other factors that can be corrected.

LEE TEST OF ALGEBRAIC ABILITY	FORM	NET PRICE
Test Booklets (High School)	A	$5.90 pkg/35

METROPOLITAN ARITHMETIC (Achievement Series) — GRADES 3-9

There are three different tests in this group covering both computation and problem solving.

METROPOLITAN ARITHMETIC	FORM	NET PRICE
Elementary (Grades 3-4)	A, B	$8.43 pkg/35
Intermediate (Grades 5-6)	A, B	Same as above
Advanced (Grades 7,8 & 1st half of 9)	A, B	Same as above

STANFORD DIAGNOSTIC ARITHMETIC TEST — Grades 2.5-8.5

Two levels of the test aid in identifying individual pupils' difficulties with the concepts of numbers and numerals, number facts, and computation.

STANFORD DIAGNOSTIC ARITHMETIC TEST	FORM	NET PRICE
Level I Test Booklet (Grades 2.5-4.5)	W	$9.51 pkg/35
Scoring Keys	W	.68 each
Level II Test Booklet (Grades 4.5-8.5)	W	9.51 pkg/35
Scoring Keys	W	.68 each
Manual for Administering & Interpreting		1.35 each
Class Record/Analysis		.28 each

STANFORD ARITHMETIC TESTS (1964) — Grades 4-9

Three tests measure arithmetic computation, concepts, and applications. Time: 1 hour and 35 minutes each.

STANFORD ARITHMETIC TESTS	FORM	NET PRICE
Intermediate I Test	W, X	$8.03 pkg/35
Intermediate II Test	W, X	8.03 pkg/35
Advanced Test	W, X	8.03 pkg/35

Reading

CALIFORNIA DIAGNOSTIC READING SCALE — GRADES 1-8

The Diagnostic Reading Scales are individually administered tests designed to identify reading deficiencies that hinder pupils from reading adequately. They consist of a series of graduated scales extending from Grades 1 through 8. Hence, they are recommended for normal and retarded readers at the elementary school level and for retarded readers at the junior and senior high school levels. The test battery comprises three word recognition lists, twenty-two reading passages, and six supplementary phonics tests. The testing materials consist of a reusable spiral-bound booklet for the pupil, an expendable record booklet for the examiner's use and the manual.

The graded word recognition lists are used to obtain a tentative level of performance. They serve to determine the grade level of the reading passages with which to commence testing. The reading passages yield three reading levels for each pupil: 1. Instructional Level (Oral Reading) 2. Independent Level (Silent Reading), 3. Potential Level (Auditory Comprehension).

The six supplementary phonics tests are devised to measure the following phonic skills: 1. consonant sounds, 2. vowel sounds, 3. consonant blends, 4. common syllables, 5. blends, and 6. letter sounds.

The record booklet serves as a record of the pupil's reading performance and can be placed in his cumulative folder. As the pupil progresses in reading skills, the booklet can be used to record results of additional testing with the Diagnostic Reading Scales.

DIAGNOSTIC READING SCALES	NET PRICE
Test Booklet	$ 1.48 each
Examiner's Record Booklet (One for ea. pupil)	12.82 pkg 35
Manual of Directions	.69 each

CALIFORNIA READING TEST (1970 Edition)	FORM	NET PRICE
Level 1	A	$6.04 pkg 35
Level 2	A	6.04 pkg 35
Level 3, 4, & 5	A	7.23 pkg 35

(See Achievement series for IBM answer sheets, etc.)

CALIFORNIA READING TEST — GRADES 1-14

These tests are identical with the corresponding parts of the complete California Achievement Test batteries. Each form is divided into two major tests, Reading Vocabulary and Reading Comprehension. The major tests are in turn divided into three or four sections, giving part scores for diagnostic purposes. Booklets are reusable when either the separate self-scoring scorezes or IBM answer sheets are used. No key is needed with the scoreze, but a set of stencils must be used for scoring the IBM answer sheets, either by hand or machine.

CALIFORNIA READING TEST	FORM	NET PRICE
Lower Primary (Grades 1-2)	W,X	$5.88 pkg/35
Upper Primary (Grades 3-L4)	W,X	6.27 pkg/35
Elementary (Grades 4-6)	W,X	6.63 pkg/35
Scorezes		.14 each
IBM 805 Answer Sheets		.08 each
IBM 805 Machine Stencils		1.90 each
Hand Stencils		.95 each
Manuals		1.02 each
Keys (for Booklet)		.15 each
Class Records		.14 each
Junior High (Grades 7-9) (All prices same as Elementary)	W,X	6.63 pkg/35
Machine Stencils		1.90 each
Advanced (Grades 9-14) (All prices same as Elementary)	W,X	6.63 pkg/35
Machine Stencils		1.90 each
IBM 1230 Answer Sheets (Elem., Jr. Hi., & Adv.) (Specify Grade)	ALL	.08 each
IBM 1230 Scoring Stencils (Elem., Jr. Hi., & Adv.) (Specify Grade & Form)	W,X	1.01 each

. . . . . .

DIAGNOSTIC READING TESTS—Survey Section **GRADES 4-13**

The Survey Section of the Diagnostic Reading Tests measures essential reading skills to provide administrators with a basis for planning individual and group reading instruction.

Two levels of the Survey are available—one for grades 4-8; the other for grades 7-13. Each assesses reading rate, study selection and story comprehension, and vocabulary. The survey for grades 4-8 also measures word recognition skills. Alternate forms (A and B) are available at both levels to facilitate retesting.

DIAGNOSTIC READING—Survey Section	FORM	NET PRICE
Test Booklets, Part I (Grades 4-8) 45 mins.	A, B	$5.37 pkg/20
Test Booklets, Part II (Grades 4-8) 45 mins.	A, B	5.37 pkg/20
Hand Scoring Answer Sheets	ALL	4.84 pkg/100
Scoring Stencils	ALL	.68 per set
Manuals	ALL	.35 each
Test Booklets (Grades 7-13) 45 mins.	A, B	.34 each
Hand Scoring Answer Sheets	ALL	.05 each
Scoring Stencils (specify form)	A, B	.34 each
Manuals	ALL	.35 each

. . . . . .

COMPREHENSIVE TEST OF BASIC SKILLS—READING

Grades 2.5-12

	FORM	NET PRICE
Level 1 (Grades 2.5-4)	Q or R	$6.45 pkg/35
Level 2 (Grades 4-6)	Q or R	6.93 pkg/35
Level 3 (Grades 6-8)	Q or R	6.93 pkg/35
Level 4 (Grades 8-12)	Q or R	6.93 pkg/35

(See Achievement series for IBM Answer Sheets, etc.)

. . . . . .

DOREN DIAGNOSTIC READING TEST — GRADES 1-4

The Doren Diagnostic Reading Test was developed especially for preventing the development of reading difficulties at the Third-grade level. It measures the degree to which children have mastered the word recognition skills. Does not diagnose comprehension difficulties. By limiting its scope to the development of word recognition skills, it is detailed and specific in its diagnosis.

The test divides the basic techniques of word recognition into the child's area of development—it is direct and specific in locating causes of reading difficulty—will define the difficulty the individual is having and place a level from which his reading learning should proceed.

Especially designed for cases where the background of acquired skills is undertermined and a starting point for remedial instruction is sought. This is a group diagnostic test; no special training is needed to administer, and it is simply and directly scored.

DOREN DIAGNOSTIC READING TEST	NET PRICE
Test Booklets (Grades 1-4)	$4.84 pkg/25
Manuals (Must be ordered separately)	1.62 each

. . . . . .

DURRELL ANALYSIS OF READING DIFFICULTY — GRADES 1-6

A standard procedure for analyzing reading ability. The material consists of the wire-bound Reading Paragraphs, a series of standardized word lists and reading selections, together with a quick exposure device (Tachistoscope) with accompanying test cards, and carefully worked out Individual Record Blank for recording results in a systematic way. Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, word analysis, phonetics, faulty pronunciation, and difficulties in writing and in spelling. The Manual of Directions suggests general plans for remedial teaching. Time: 40 minutes

DURRELL ANALYSIS OF READING DIFFICULTY	NET PRICE
Individual Record Blanks (Grades 1-6)	$8.19 pkg/35
Reading Paragraph Book	3.74 per copy
Tachistoscope and Cards	2.41 per set
Blank Cards for Tachistoscope	4.01 per 30
Manual of Directions	1.35 each

. . . . . .

DURRELL-SULLIVAN READING ACHIEVEMENT TEST **GRADES 3-6**

This is a group test parallel to the Capacity Test, and standardized on the same reading achievement. It comprises the following sub-tests: Test 1, Word Meaning; Test 2, Paragraph Meaning; and optional test of Spelling and Written Recall. Time: 30-35 minutes

DURRELL-SULLIVAN READING ACHIEVEMENT TEST	FORM	NET PRICE
Intermediate Test (Grades 3-6)	A	$9.76 pkg/25

DURRELL-SULLIVAN READING CAPACITY TEST **GRADES 3-6**

This is a group test which uses the child's ability to understand spoken language as a measure of his capacity to read. It is composed entirely of pictures and consists of two sub-tests: Test 1, Word Meaning, Measuring understanding of spoken words, and Test 2, Paragraph Meaning, measuring comprehension of spoken discourse. Time: 30-40 minutes

DURRELL-SULLIVAN READING CAPACITY TEST	FORM	NET PRICE
Intermediate Test (Grades 3-6)	A	$8.30 pkg/35

DURRELL-SULLIVAN READING CAPACITY & ACHIEVEMENT TEST **GRADES 2-4**

This Primary Test, covering both capacity and achievement is made up of the easier portions of the Intermediate Test. Time: 40-45 minutes

DURRELL-SULLIVAN READING CAPACITY & ACHIEVEMENT TEST	FORM	NET PRICE
Primary Test (Grades 2-4)	A	$11.09 pkg/35

GATES MacGINITIE READINESS SKILLS TEST **K-1**

The Readiness Skills Test, specifically developed to predict success in first-grade reading, is intended for use at the end of kindergarten or beginning of grade 1. It consists of seven subtest selected as good predictors after extensive trials. It is recommended that administration of the test be divided into four separate parts during a two-day period. Approximately one-half hour will be required to administer each part.

GATES MacGINITIE READINESS SKILLS TEST	NET PRICE
Test Booklet	$6.04 pkg/35

GATES-MacGINITIE READING TESTS, 1965 Edition **Grades K-12**

The all-new Gates-MacGinitie Reading Tests provide an effective program for measuring group and individual achievement in reading.

Primary A level consists of two parts, Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole sentences and paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary B level contains two parts in one booklet: Vocabulary and Comprehension. The Vocabulary Test measures the second-grade child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole sentences and paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary C level consists of two parts: Vocabulary and Comprehension. The Vocabulary Test samples the child's ability to recognize and analyze isolated words; the Comprehension Test measures ability to read and understand whole paragraphs. Each test contains a series of exercises of increasing difficulty.

Primary CS (Speed and Accuracy) Test provides an objective measure of how rapidly children in a third or an advanced second grade can read with understanding. This test may be used as a supplement to the Primary C or Primary B level of the Gates-MacGinitie Reading Tests, or as an independent test of reading speed.

Survey D: This group of tests provides a comprehensive survey of the reading abilities of fourth, fifth, and sixth grade children. It contains three tests in one booklet: *Speed and Accuracy Test* provides an objective measure of how rapidly students read with understanding; the *Vocabulary Test* samples ability to read words representative of an intermediate grade reading vocabulary; the *Comprehension Test* measures ability to read complete prose passages with understanding.

Survey E: A group of tests that provides a comprehensive survey of the reading abilities of seventh, eighth, and ninth grade students. Three tests are included in one Test Booklet: *Speed and Accuracy Test* provides an objective measure of how rapidly students can read with understanding; the *Vocabulary Test* samples the students' ability to read words representative of a junior high school reading vocabulary; the *Comprehension Test* measures ability to read and understand complete prose passages. Survey D and E are also available in a Separate Answer Sheet Edition.

GATES-MacGINITIE READING TESTS	TIME	FORM	NET PRICE
Primary A (Grade 1)	40 min.	1 or 2	$4.37 pkg/35
Primary B (Grade 2)	40 min.	1 or 2	4.37 pkg/35
Primary C (Grade 3)	50 min.	1 or 2	4.37 pkg/35
Primary CS (Grades 2, 3)	7 min.	1, 2 or 3	3.24 pkg/35
Survey D (Grades 4, 5, 6)	45 min.	1, 2 or 3	4.71 pkg/35
Survey D (Grades 4, 5, 6)	46 min.	1M, 2M or 3M	4.71 pkg/35
Survey E (Grades 7, 8, 9)	44 min.	1, 2 or 3	4.71 pkg/35
Survey E (Grades 7, 8, 9)	44 min.	1M, 2M or 3M	4.71 pkg/35
IBM 805 Scoring Templates—Survey D		1M, 2M or 3M	2.21 set
IBM 805 Scoring Templates—Survey E		1M, 2M or 3M	2.21 set

Survey F (Grades 10, 11, 12)	44 mins.	1, 2, or 3	4.36 pkg/35
Survey F (Grades 10, 11, 12)	44 mins.	1M, 2M, or 3M	4.36 pkg/35
IBM 805 Answer Sheets		ALL	2.68 pkg/35
IBM 805 Scoring Templates		1M, 2M, or 3M	2.35 each
Technical Supplement		ALL	.35 each
IBM 1230 Answer Sheets (Survey D, E, & F)		1M, 2M, or 3M	2.83 pkg/35
IBM Scoring Stencils (Survey D, E, & F)		1M, 2M, or 3M	1.02 per set

GATES-PEARDON READING EXERCISES, 1965 Edition — Grades 1-7

Thirteen reading booklets designed to strengthen and build reading skills in elementary schools. Ideal for developmental and remedial use, these reusable booklets fit well into any reading program and provide a maximum of individualized instruction. The Introductory booklets are primarily for grade 2, but can be used with superior first and below-average third and fourth grade pupils; similarly, the Preparatory, Elementary, Intermediate, and Advanced booklets cover a range of several grades. Each pupil should have one of each booklet available at his grade level (if all-round proficiency is the aim) or one booklet in the area in which he needs practice.

GATES-PEARDON READING EXERCISES	NET PRICE
Introductory (Grades 1-3)	
Level A Beginning Ability	$ .76 each
Level B Increased Ability	.76 each
Preparatory (Grades 2-4)	
Level A Beginning Ability	.76 each
Level B Increased Ability	.76 each
Elementary (Grades 3-5)	
Type SA What Is This Story About?	.82 each
Type RD Can You Remember Details?	.82 each
Type FD Can You Follow Directions?	.82 each
Intermediate (Grades 4-6)	
Types SA, RD, FD as above.	
Advanced (Grades 5-7)	
Types SA, RD, FD as above.	
Record Sheets (Specify Booklet)	1.70 pkg/35

GRAY ORAL READING TEST — Grades 1-12

The Gray Oral Reading tests were designed to measure growth in oral reading, to aid in diagnosing reading difficulties and in placement in a grade or in a reading group.

GRAY ORAL READING TEST	FORM	NET PRICE
Test Booklets	A	$5.19 pkg/35
Reading Passages	A	2.66 each
Manuals		.67 each

GRAY STANDARDIZED ORAL READING CHECK TEST — **GRADES 4-8**

A detailed analysis of the individual difficulties in oral reading may be obtained by the use of these tests. An aid to determining the nature of a pupil's difficulties and the character of training necessary to develop oral reading ability.

GRAY STANDARDIZED ORAL READING CHECK	NET PRICE
Set III (Grades 4-6)	$5.32 pkg/20
Set IV (Grades 6-8)	Same as above

(Package of tests contain 20 each of the five tests, 20 individual record sheets and 4 direction sheets).

. . . . . .

GRAY STANDARIZED ORAL READING PARAGRAPHS — **GRADES I-8**

This test is usable in all grades after the children have attained a preliminary vocabulary. Ability is checked in terms of rate of reading and in number of errors made. Children are tested individually.

GRAY STANDARDIZED ORAL READING PARAGRAPHS	NET PRICE
Test Booklets	$3.19 pkg/35

. . . . . .

IOWA SILENT READING TESTS — **GRADES 4-8**

A widely used battery of tests measuring several skills indispensable to effective reading of the work-study type. They are analytical—measuring rate of reading, comprehension, word meaning, and ability to use skills in locating information. No separate answer sheet is necessary except for the machine-scoring. The separate answer sheet may be hand-scored with the key that comes in the package of tests. Time: 49 minutes

IOWA SILENT READING	FORM	NET PRICE
Elementary Booklets (Grades 4-8)	AM,BM,CM,DM	$ 8.96 pkg/35
IBM 805 Answer Sheets (Specify Form)	AM,BM,CM,DM	4.29 pkg/35
IBM 805 Machine Key (Specify Form)	AM,BM,CM,DM	2.81 per set
Extra Manual		.55 each
Advanced Booklets (Hi. Sch-College) (Answer sheets & Keys same as Elementary)	AM,BM	10.42 pkg/35

. . . . . .

LEE-CLARK READING READINESS TEST, 1962 REVISION — **Grades K-1**

Used for determining (1) which pupils are ready for reading instruction, and (2) the readiness needs of those not yet ready. The

1962 Revision of this test incorporates several changes designed to improve its effectiveness: (1) All of the items in Test 3 have been redrawn, (2) eleven verbal stimuli in Test 3 have been replaced by new ones resulting in an increase in difficulty and providing great consistency with its companion tests, and (3) several minor improvements in format have been made. The test provides interesting and easily administered exercises which are designed primarily to predict probability of success in first-grade reading. The total score can be used as an aid in classifying pupils for reading instruction or placement in readiness development groups. The part scores are helpful in identifying particular areas which contribute to low total scores. Test 1, Matching, and Test 2, Cross Out, measure visual discrimination and recognition of differences and similarities in letter symbols. Test 3, Total Vocabulary and Following Instructions, measures concepts. Test 4, Identification of Letters and Words, measures the young child's ability to recognize and differentiate word symbols.

LEE-CLARK READING READINESS TEST	TIME	NET PRICE
Test Booklets	Approx. 20 min.	$6.04 pkg/35
Class Record Sheets		.14 each
Manual		.69 each

. . . . . .

MCCALL-CRABBS STANDARD TEST LESSONS IN READING — **GRADES 2-12**

These lessons are published in five booklets, each one consisting of 78 lessons comprising selection with questions of the multiple-choice type. They help develop a rate of speed and power of comprehension exceeding that yielded by ordinary methods of teaching silent reading. They embody in practical form scientific principles of teaching speed and comprehension in silent reading, and can be used by any teacher without supervision or special training. They help pupils to comprehend varied kinds of reading materials and increase enjoyment of reading. Testing and teaching at the same time, they indicate a pupil's reading ability in relation to grade and age, and show his individual progress. They are scored by the pupils themselves and provide a cumulative record of each pupil.

MCCALL-CRABBS STANDARD TEST LESSONS IN READING	FORM	NET PRICE
Test Booklets (Grades 2-4)	A	$ .82 each
Test Booklets (Grades 3-5)	B	Same as above
Test Booklets (Grades 4-6)	C	"
Test Booklets (Grades 5-7)	D	"
Test Booklets (Grades 7-12)	E	"
Additional Record Cards		.06 each
Manual with Key		.35 each

. . . . . .

METROPOLITAN ACHIEVEMENT READING TESTS — GRADES 3-9

This Reading Test is lifted from the Achievement Battery and covers comprehension and vocabulary. Separate answer sheets may be used with the intermediate and advanced levels.

METROPOLITAN READING TESTS	FORM	NET PRICE
Elementary Test Booklets (Grades 3-4)	A,B	$8.83 pkg/35
Intermediate Test Booklets (Grades 5-6) (See Achievement series for IBM prices)	A,B	8.83 pkg/35
Advanced Test Booklets (Grades 7-9) (See Achievement series for IBM prices)	A,B	8.83 pkg/35

. . . . . .

METROPOLITAN READING TEST, 1970 EDITION — Grades 2.5-9.5

	FORM	NET PRICE
Primary II (Grades 2.5-3.4)	F, G	$7.83 pkg 35
Scoring Key	F, G	.95 each
Elementary (Grades 3.5-4.9)	F, G	7.83 pkg/35
Scoring Key	F, G	.93 each
Intermediate (Grades 5.0-6.9)	F, G	7.83 pkg/35
Scoring Key	F, G	.95 each
IBM 1230 Answer Sheet	F, G	3.75 pkg/35
IBM 1230 Stencil Key	F, G	.95 each
Advanced (Grades 7.0-9.5)	F, G	7.83 pkg/35
Scoring Key	F, G	.95 each
IBM 1230 Answer Sheet	F, G	3.75 pkg/35
IBM 1230 Stencil Key	F, G	.95 each

MURPHY-DURRELL READING READINESS ANALYSIS — Grades K-1

Group test of abilities essential for success in beginning reading: identifying separate sounds in spoken words, identifying capital and lower-case letters named by the examiner, and reconizing sight words one hour after they have been taught.

MURPHY-DURRELL READING READINESS ANALYSIS	NET PRICE
Test Booklet	$8.30 pkg/35

. . . . . .

NELSON DENNY READING TEST — GRADES 9-12

This test provides a measure of reading ability in terms of vocabulary and comprehension. It also gives a measure of reading rate to supplement the information from the other two parts. It serves both screening and diagnostic purposes. It can be administered in one class period and has a sufficient span for superior students. Norms are provided in percentiles and grades equivalent terms for grades 9-Adult, special adult norms for superior students and for adult reading classes. Carbon answer pads or Answer sheets are required.

NELSON DENNY READING	FORM	NET PRICE
Reusable Booklets (Grades 9-adult) 30 mins.	A,B	$7.63 pkg/35
Carbon Answer Pads (Required)		.09 each
Examiners Manual		.82 each
Class Records		.05 each
Profiles		.05 each
IBM 1230 Answer sheets	A,B	.08 each
IBM 1230 Rights Keys		.82 each

. . . . . .

SRA READING RECORD **GRADES 8-13**

Measures ten reading skills: rate, general comprehension, paragraph meaning, directory reading, map-table-graph reading, advertisement reading, index usage, technical vocabulary, sentence meaning, and general vocabulary. Total score gives an over-all reading comprehension score. Enables teachers to answer such questions as "Is this student reading up to par for his grade?" "If he is below par, where do his weaknesses lie?" Rate score and total score can be used to classify students as superior, average, or inferior readers. The profile of specific reading skills can be used to plan reading training and to stimulate student's interest in improving these skills. The booklets do not have an answer pad attached—they must be ordered separately. Time: 40 minutes

SRA READING RECORD	NET PRICE
Reusable Test Booklets	$ .88 each
Self-scoring carbon answer pads (Required)	3.75 pkg/20
Profile sheets	1.36 pkg/20
Manuals	.49 each

. . . . . .

STANFORD DIAGNOSTIC READING TEST **Grades 2.5-8.5**

Two levels of the test aid in identification of specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, auditory skills, various aspects of phonetic analysis and rate of reading.

STANFORD DIAGNOSTIC READING TEST	FORM	NET PRICE
Level I (Grades 2.5-4.5)	W	$9.51 pkg/35
Scoring Keys	W	.68 each
Manual for Administering & Interpreting		1.35 each
Class Records		.28 each
Level II (Grades 4.5-8.5)	W	9.51 pkg/35
Scoring Keys		.68 each
Manual for Administering & Interpreting		1.35 each
Class Record/Analysis Chart		.28 each

. . . . . .

STANFORD READING TEST **Grades 4-9**

Three tests measure vocabulary and comprehension (paragraph meaning only at Advanced level). Time: Intermediate I & II 50 minutes, Advanced 40 minutes.

STANFORD READING TESTS	FORM	NET PRICE
Intermediate I	W, X	8.30 pkg/35
Scoring Keys (for booklet)	W, X	.82 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys		.95 each
Intermediate II Test Booklets	W, X	8.30 pkg/35
Scoring Keys (for booklet)	W, X	.82 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys		.95 each
Advanced Test Booklets	W, X	7.90 pkg/35
Scoring Keys (for booklet)	W, X	.82 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys		.95 each

Science

ANDERSON-FISK CHEMISTRY TEST (Copyright 1966) **Grades 10-12**

End-of-course measure of achievement in the introductory high school course in chemistry.

ANDERSON-FISK CHEMISTRY TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E or F	$11.60 pkg/35
Scoring Key for Test Booklet		E or F	1.34 each
IBM 805 Answer Sheets			3.09 pkg/35
IBM 805 Machine Key			.95 each
Manuals			.69 each

. . . . . .

COOPERATIVE SCIENCE TESTS **Grades 7-High School**

General Science: This test is a brief survey of elementary concepts in the subject areas of Astronomy, Geology, and Meteorology; Biology; Chemistry and Physics.

COOPERATIVE SCIENCE TESTS	FORM	NET PRICE
Advanced General Science Test Booklets (8, 9)	A, B	$7.63 pkg/20
Biology Test Booklets	A, B	7.63 pkg/20
Chemistry Test Booklets	A, B	7.63 pkg/20
General Science Test Booklets (7, 8, 9)	A, B	7.63 pkg/20
Physics Test Booklets	A, B	7.63 pkg/20
IBM 805 Answer Sheets		.04 each
IBM 1230 Answer Sheets		.04 each
Punch-out Stencils		.17 each
Handbook		2.68 each

. . . . . .

DUNNING-ABELES PHYSICS TEST **Grades 10-13**

End-of course measure of achievement in high school physics for both traditional and contemporary programs.

DUNNING-ABELES PHYSICS TEST	FORM	NET PRICE
Test Booklets	E	$11.62 pkg/35
Scoring keys for test booklet		1.34 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys		.95 each

. . . . . .

NELSON BIOLOGY TEST, REVISED EDITION (Copyright 1965) **Grades 9-12**

A measure of achievement of today's objectives in the introductory high school biology course.

NELSON BIOLOGY TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E or F	$11.62 pkg/35
Scoring Key for Test Booklet		E or F	1.34 each
IBM 805 Answer Sheet			3.09 pkg/35
IBM 805 Machine Key			.95 each

READ GENERAL SCIENCE TEST, REVISED EDITION (Copyright 1965) **Grades 7-9**

A measure of achievement of today's objectives in the junior high school general science course.

READ GENERAL SCIENCE TEST	TIME	FORM	NET PRICE
Test Booklet	40 min.	E	$11.62 pkg/35
Scoring Key for Test Booklet		E	1.34 each
IBM 805 Answer Sheet			3.09 pkg/35
IBM 805 Machine Key			.95 each

STANFORD SCIENCE TESTS, 1964 Edition **Grades 5-9**

Two tests measure understanding of scientific facts, principles, methods, applications. Time: 30 minutes.

STANFORD SCIENCE TEST	FORM	NET PRICE
Intermediate II Test Booklets	W, X	$6.97 pkg/35
Scoring Key for Test Booklet	W, X	.134 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Scoring Keys		.95 each
Advanced Test Booklet	W, X	6.97 pkg/35
Scoring Key for booklet	W, X	1.34 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Scoring Keys		.95 each

Social Studies

COOPERATIVE SOCIAL STUDIES **9-High School**

Achievement is assessed in terms of knowledge and understanding of events, issues and ideas; application of knowledge in generalizing principles and concepts; analysis and evaluation of cause and effect relationships; and ability to use the accessories of the social sciences—graphs, charts, cartoons, etc.

COOPERATIVE SOCIAL STUDIES TESTS	FORM	NET PRICE
American Government Test Booklets	A, B	$7.63 pkg/20
Cooperative American History Test Booklets (Jr. Hi.)	A, B	7.63 pkg/20
Cooperative American History Test Booklets (Sr. Hi.)	A, B	7.63 pkg/20
Cooperative World History Test Booklets	A, B	7.63 pkg/20
IBM 805 Answer Sheets	ALL	.04 each
IBM 1230 Answer Sheets	ALL	.04 each
Punch-out scoring stencils	ALL	.17 each

. . . . . .

CRARY AMERICAN HISTORY TEST (Revised 1965) **Grades 10-12**

A measure of achievement of today's objectives in the high school American history course. 40 minutes.

CRARY AMERICAN HISTORY TEST	FORM	NET PRICE
Test Booklet	E, F	$11.62 pkg/35
Scoring Key (for booklet)		1.34 each
IBM 805 Answer Sheets	E, F	3.09 pkg/35
IBM 805 Machine Key	E, F	.95 each

. . . . . .

CUMMINGS WORLD HISTORY (Revised 1966) **Grades 9-12**

End-of-course test of achievement in a high school course in World history. 40 minutes.

CUMMINGS WORLD HISTORY	FORM	NET PRICE
Test Booklets	E	$11.62 pkg/35
Scoring Key (booklet)	E	1.34 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys		.95 each

. . . . . .

STANFORD SOCIAL STUDIES TEST **Grades 5-9**

Test covers geography, history, economics, civics, and social studies study skills. Content identical to corresponding test of complete battery.

STANFORD SOCIAL STUDIES TEST	FORM	NET PRICE
Intermediate II Test Booklet (Grades 5.5-6.9)	W	$6.97 pkg/35
Scoring Keys	W	.81 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys	W	.95 each
Advanced Test Booklet (Grades 7.0-9.9)	W	6.97 pkg/35
Scoring Keys	W	.81 each
IBM 805 Answer Sheets		3.09 pkg/35
IBM 805 Machine Keys	W	.95 each

Study Skills

The Study Skills test of the Comprehensive Tests of Basic Skills samples fundamental applications of knowledge in dealing with both reference and graphic materials. The Reference Materials test covers use of the library and standard reference works such as dictionaries, encyclopedias, atlases, and almanacs. The Graphic Materials test involves simple map reading and interpretation of charts, diagrams, tables and graphs.

COMPREHENSIVE TEST OF BASIC SKILLS—STUDY SKILLS Grades 2.5-12

	FORM	NET PRICE
Level 1 (Grades 2.5-4)	Q or R	$6.45 pkg/35
Level 2 (Grades 4-6)	Q or R	6.93 pkg/35
Level 3 (Grades 6-8)	Q or R	6.93 pkg 35
Level 4 (Grades 8-12)	Q or R	6.93 pkg/35

Aptitude Tests

APTITUDE TEST FOR OCCUPATIONS — GRADES 9-13

This battery of aptitude tests consist of six tests and may be given as a group or individually. Answer sheets are optional. Time: 1 hour 47 mins.

APTITUDE TEST FOR OCCUPATIONS	FORM	NET PRICE
Test 1, Personal-Social Aptitude	A	$4.44 pkg/35
Test 2, Mechanical Aptitude	A	5.50 pkg/35
Test 3, General Sales Aptitude	A	4.44 pkg/35
Test 4, Clerical Routine Aptitude	A	4.44 pkg/35
Test 5, Computational Aptitude	A	4.44 pkg/35
Test 6, Scientific Aptitude	A	4.44 pkg/35
IBM 805 Answer Sheets (optional)	ALL	.07 each
IBM 805 Hand/Machine Stencils		2.02 per set
Profiles	ALL	.04 each
Manuals		.55 each

. . . . . .

DIFFERENTIAL APTITUDE TESTS (DAT) — GRADES 8-13

An integrated battery of aptitude tests designed for educational and vocational guidance in junior and senior high schools. Based on the research finding that "intelligence" is not a single ability but rather a number of abilities possessed in varying amounts by each individual, the battery yields nine reliable scores including an index of scholastic ability. Together, these form a basis for helping students plan their futures soundly and for the early identification of those with superior intellectual promise.

DIFFERENTIAL APTITUDE TESTS	FORM	NET PRICE
Verbal Reasoning (Grades 8-13) 30 mins.	A	$ 4.66 pkg/25
Numerical Ability (Grades 8-13) 30 mins.	A	4.66 pkg/25
Abstract Reasoning (Grades 8-13) 25 mins.	A	4.66 pkg/25
Space Relations (Grades 8-13) 30 mins.	A	5.32 pkg/25
Mechanical Reasoning (Grades 8-13) 30 mins.	A	5.32 pkg/25
Clerical Speed and Accuracy (Grades 8-13) 6 mins.	A	4.66 pkg/25
Language Usage (Grades 8-13) 35 mins.	A	4.66 pkg/25
IBM 805 Answer Sheets (Specify by subject)		3.33 pkg/50
Individual Profile Charts		.03 each
IBM 805 Hand Stencils		.90 each
Machine Stencils		.90 each
Casebook		2.33 each
Language Usage Hand Keys	A	1.20 each
IBM 805 Machine Keys (Language Usage)	A	1.20 each

The Combined booklets and answer sheets		
COMBINATION 1—Verbal Reasoning and Numerical Ability	A	6.55 pkg/25
COMBINATION 2—Mechanical Reasoning, Language Usage, and Space Relations Tests, in that order	A	11.70 pkg/25
COMBINATION 3—Clerical Speed and Accuracy, and Abstract Reasoning. No combined answer sheets. Order two as listed above	A	7.32 pkg/25
IBM 805 Answer sheets—Combination 1	A	.07 each
IBM 805 Answer sheets—Combination 2	A	.10 each
NOTE: Use separate Clerical Speed and Accuracy, and Abstract Reasoning answer sheets as listed for Form A.		
Combination Hand Stencils		2.00 per set

. . . . . .

DIFFERENTIAL APTITUDE TESTS, 1963 Edition **Grades 8-Adult**

The two-booklet edition is easily administered; scoring is rapid because all eight tests are scored "rights only." Form L corresponds to the earlier Form A. Four of the eight tests in Form L are unchanged—Numerical Ability, Abstract Reasoning, Mechanical Reasoning, and Language Usage-Spelling. The other four tests—Verbal Reasoning, Space Relations, Language Usage-Grammar, and Clerical Speed and Accuracy—while still asking the same kinds of questions and posing the same intellectual tasks as in Form A, have been improved in format to make them more readily adaptable to modern automatic scoring machines. IBM 805 Answer Sheets may be hand or machine scored.

DIFFERENTIAL APTITUDE TESTS	FORM	NET PRICE
Booklet I	L	$11.70 pkg/25
Booklet II	L	11.70 pkg/25
IBM 805 Answer Sheets, Booklet I	L	.14 each
IBM 805 Answer Sheets, Booklet II	L	.11 each
IBM 805 Hand Keys	L	1.06 set
Profiles	L	.03 each
Manuals	L	3.33 each

. . . . . .

FLANAGAN APTITUDE CLASSIFICATION TESTS (FACT) **GRADES-Hi. Sch.-Adult**

All the FACT school-scoring tests are paper-and-pencil tests; they can be given to a group by one examiner. Students mark their answers in the self-scoring booklets. Aptitude Classification sheets provide the counselor with a means of computing a student's job element aptitudes. Jobs are grouped as to: Professional, business, and skilled trades.

FLANAGAN APTITUDE CLASSIFICATION TESTS	FORM	NET PRICE
Inspection (Order by No. or title)	1A	$ 5.10 pkg/20
Coding " " "	2A	5.10 pkg/20
Memory " " "	3A	5.10 pkg/20
Precision " " "	4A	5.10 pkg/20
Assembly " " "	5A	5.10 pkg/20
Scales " " "	6A	5.10 pkg/20
Coordination " " "	7A	5.10 pkg/20
Judgment " " "	8A	5.10 pkg/20
Arithmetic " " "	9A	5.10 pkg/20
Patterns " " "	10A	5.10 pkg/20
Components " " "	11A	5.10 pkg/20
Tables " " "	12A	5.10 pkg/20
Mechanics " " "	13A	5.10 pkg/20
Expression " " "	14A	5.10 pkg/20
Aptitude Classification Sheets		.04 each
Student's Booklet (REQUIRED-Worksheets)		.35 each
Examiner's Manual		.49 each
Counselor's booklet		.55 each
Manual, "Interpreting Test Scores"		.49 each
Technical Supplement		.42 each

Interest Inventories

KUDER—OCCUPATIONAL INVENTORY **High School-College**

This new Kuder test measures the relationship of preferences to specific jobs. Kuder D is used in high schools and colleges to give students information concerning occupations within which their interest lie; to confirm specific occupational choices so that appropriate educational decisions may be made.

Separate scores, or occupational keys, are provided for specific jobs. A Verification Key provides a check on the reliability of the subject's answers.

Occupational Scoring Keys for hand or machine:

#0 Verification
1 County Agriculture Agent
2 Electrical Engineer
3 Farmer
4 Forester
5 Minister
6 Newspaper Editor
7 Physician
8 Psychologist—Clinical
9 Psychologist—Industrial
10 YMCA Secretary
11 School Superintendent
12 Accountant
13 Meteorologist
14 Personnel Manager
15 Department Store Salesman
16 Psychologist—Professor
17 Civil Engineer
18 Mechanical Engineer
19 Psychologist—Counseling
20 Journalist
21 Architect
22 Lawyer
23 Retail Clothier
24 Insurance Agent
25 Dentist
26 Veterinarian
27 Industrial Engineer
28 Pediatrician
29 Psychiatrist
30 Radio Station Manager
31 Interior Decorator
32 High School Counselor
33 High School Science Teacher
34 High School Math Teacher
35 Chemist
36 Mining & Metallurgical Engineer
37 Druggist
38 Job Printer
39 X-Ray Technician
40 Bank Cashier
41 Pharmaceutical Salesman
42 Librarian

KUDER OCCUPATIONAL INVENTORY	FORM	NET PRICE
Test Booklets (Hi. Sch.-College)	D	$ .98 each
IBM 805 Answer Sheets		.10 each
Manual		.69 each
Keys (Specify title)		1.75 each
Research Handbook		3.35 each
Verification Key		1.35 each

KUDER PREFERENCE RECORD—PERSONAL **GRADES 8-12**

Measures preference for five different personal and social activities. It tells the kinds of relations the student prefers with other people. Measures preference for working with ideas, being active in groups, avoiding conflicts, directing others, and being in familiar and stable situations.

KUDER PREFERENCE RECORD-PERSONAL	FORM	NET PRICE
Reusable Test Booklets (Grades 8-12)	AH	$ .98 each
Self-scoring pin-punch answer pads		4.52 pkg/20
Profile sheets: Boys & Girls (Specify)		1.20 pkg/20
Men & Women (Specify)		1.20 pkg/20
Manuals		.69 each

. . . . . .

KUDER PREFERENCE RECORD—VOCATIONAL **High School-College**

This vocational form measures nine broad areas of education and vocational interests: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. It does not include the outdoor scale, the verification score or the glossary that appear in Form C.

KUDER PREFERENCE RECORD	FORM	NET PRICE
Test Booklets	CH	$ .98 each
Pin-punch Answer Pads	CH	4.52 pkg/20
Profiles/Manual		.69
Test Booklets	CM	.94 each
IBM 805 Answer Sheets		.09 each
IBM 805 Machine Keys	CH, CM, AH	10.53 per set
Profile Leaflets		1.42 pkg/20

KUDER PREFEERNCE RECORDS AND INTEREST SURVEYS FORM E **Grades 7-12**

This form measures an individual's degree of preference for activities in ten areas: outdoor, mechanical, scientific, computational, persuasive, artistic, literary, musical, social service, and clerical. It is particularly effective for use with junior high school students as part of a comprehensive exploratory program.

KUDER PREFERENCE RECORDS AND INTEREST SURVEYS	FORM	NET PRICE
Test Booklets	E	$ .83 each
Answer Pads		4.49 pkg/20
Profile Leaflets (Grades 6-8)		1.07 pkg/20
Profile Leaflets (Grades 9-12)		1.07 pkg/20
Manuals		.69 each

. . . . . .

OCCUPATIONAL INTEREST INVENTORY **Junior-Senior High**

Designed to aid in discovering the basic occupational interests possessed by an individual in order that he may more intelligently plan a program that will result in his being a successful employee or a competent student. The fields of interest identified are: Personal-Social, Natural, Mechanical, Business, The Arts, and the Sciences. The Inventory also identifies three types of interests—Verbal, Manipulative, and

Computational and gives a measure of the student's level of interest. In the latter he learns whether he enjoys occupations requiring simple routine and unskilled activities or occupations involving originality, inventiveness and professional skill. Can be answered in the booklet or on separate answer sheets.

OCCUPATIONAL INTEREST INVENTORY	FORM	NET PRICE
Intermediate Booklets (Jr. Hi.)	Jr. Hi.	$ 7.70 pkg/35
IBM 805 Answer Sheets		.08 each
IBM 805 Hand Stencils		3.76 per set
IBM 805 Machine Stencils		7.70 per set
Advanced Booklets (Sr. Hi.)	Sr. Hi.	Same as above
(All prices and accessories same as above)		

Personality and Guidance

ADJECTIVE CHECK LIST (Gough)

A standardized 300-adjective list widely used in personality assessment and psychometric research, the ACL is made available with a comprehensive manual which includes descriptions of the Need Scales for the ACL developed by Alfred B. Heilbrun, Jr. The adjectives and the scales have proved useful in studying descriptive correlates of test scores and in reducing interview or clinical judgments to statistically-manageable units.

ADJECTIVE CHECK LIST	NET PRICE
Check Lists	$ .14 each
NCS Answer Sheets	.12 each
Profiles	.08 each
Manual	3.35 each

BELL ADJUSTMENT INVENTORY (STUDENT FORM) Rev. 1962

Aids the counselor in discovering the extent and sources of personal maladjustment. Student Form, revised in 1962, reports scores for four areas of adjustment—Home, Health, Social, and Emotional.

BELL ADJUSTMENT INVENTORY (STUDENT FORM)	NET PRICE
Test Booklets	$ .16 each
IBM 805 Answer Sheets	.10 each
IBM 805 Scoring Stencils	3.35 per set
Manuals	1.82 each
Profiles	.05 each

BERNREUTER PERSONALITY INVENTORY — ADULT

By use of this blank, several aspects of personality are indicated at one time: neurotic tendency, self-suffering, introversion-extroversion, dominance-submission, sociability and confidence. May be either hand or machine-scored. Separate answer sheets are required for machine-scoring only.

BERNREUTER PERSONALITY INVENTORY	NET PRICE
Inventory Blanks	$ .12 each
Individual report sheets	1.36 pkg/25
Manuals/Norms	.55 each
IBM 805 Answer Sheets	.08 each
Hand Keys	3.35 per set
IBM 805 Machine Stencils	3.35 per set

CALIFORNIA TEST OF PERSONALITY — KINDERGARTEN-COLLEGE

This series of group tests is designed to identify and reveal the status of certain highly important components in personality and social

adjustment often referred to as intangibles. Each test is designed to provide teachers, supervisors, and administrators with significant evidences of the personal and social status of individuals and groups, and to provide a means for guiding them to better adjustment. By means of carefully validated "yes-no" responses, the tests give evidence of how students feel, think, and act regarding a wide variety of situations which vitally affect them as individuals or as members of groups. The test is divided into two sections: personal adjustment and social adjustment. All levels may be scored in the test booklet; or separate hand-scoring scoreze pads or IBM answer sheets are available for Elementary through Adult levels.

CALIFORNIA TEST OF PERSONALITY	FORM	NET PRICE
Primary (K-3) 50 mins.	AA	$ 5.70 pkg/35
Elementary (Grades 4-8) 50 mins.	AA	5.70 pkg/35
IBM 805 answer sheets		.07 each
IBM 805 Machine Stencils		4.07 per set
IBM 805 Hand Stencils		1.01 per set
Intermediate (Grades 7-10) 50 mins. (All prices are the same as Elementary)	AA	5.70 pkg/35
Secondary (Grades 9-College) 50 mins. (All prices same as Elementary)	AA,BB	5.70 pkg/35
Adult (All prices are the same as Elementary)	AA	5.70 pkg/35

GORDON PERSONAL PROFILE and GORDON PERSONAL INVENTORY — **Grades 9-Adult**

Two short, easily administered instruments yielding dependable measures of eight aspects of personality: **Profile**—ascendancy, responsibility, emotional stability, and sociability; **Inventory**—cautionsness, original thinking, personal relations, and vigor. A forced-choice technique reduces faking of responses.

GORDON PERSONAL PROFILE and GORDON PERSONAL INVENTORY	NET PRICE
Gordon Personal Profile (IBM 805 Answer Sheet Edition)	$ 6.11 pkg/35
Profile (IBM 805 Machine Key)	3.74 set
Gordon Personal Inventory (IBM 805 Answer Sheet Edition)	6.11 pkg/35
Inventory (IBM 805 Machine Key)	3.75 set

MINNESOTA COUNSELING INVENTORY — **High School**

For counselors of high school students. A new tool, based on the *Minnesota Multiphasic Personality Inventory* and the *Minnesota Personality Scale*, yielding nine scores. Three scores identify areas in which teen-agers may be adjusting particularly well or poorly: Family Relationships, Social Relationships, Emotional Stability. Four scores indicate students characteristic ways of meeting problems and their behavior in social groups: Conformity; Adjustment to Reality; Mood; Leadership.

"Questions" and "Validity" scores are provided as checks on test-taking attitude. The booklets contain 355 statements to be marked True or False as it applies to the student. The separate answer sheet can be hand or machine scored. The profile chart furnished with each answer sheet incorporates the norms so that reference to separate tables is not necessary.

MINNESOTA COUNSELING INVENTORY	NET PRICE
Test Booklets	$ 5.32 pkg/25
IBM 805 Answer Sheets	4.99 pkg/50
IBM 805 Hand Keys/Manual	1.66 each
IBM 805 Machine Keys/Manual	2.33 each

. . . . . .

MOONEY PROBLEM CHECK LIST **Jr. Hi.-Sr. Hi.**

These forms are widely used to help individuals express their personal problems. Valuable for group survey and research purposes as well as for appraisal of problems of individuals before or during counseling. They are self-administering, and for many counseling purposes require no scoring. Areas covered are health and physical development; home and family; morals and religion; sex; economic security; school or occupation; social and recreational, etc. The directness of the check list method makes it an effective fact-finder in a wide variety of situations.

MOONEY PROBLEM CHECK LIST	FORM	NET PRICE
Test Booklets (Jr. Hi.) 30 mins.	J	$ 3.33 pkg/25
Test Booklets (Sr. Hi.) 30 mins.	H	3.33 pkg/25

. . . . . .

THURSTONE TEMPERAMENT SCHEDULE **Hi. Sch.-Adult**

Seven different temperament traits are measured by this test: active, vigorous, impulsive, dominant, stable, sociable, and reflective. This is not an adjustment inventory. It surveys those relatively stable personality traits important to success and satisfaction in different school curricula and occupations. Primary value of the Temperament Schedule is in assessing the ability to meet the personality requirements of school or job situations.

THURSTONE TEMPERAMENT SCHEDULE	FORM	NET PRICE
Consumable Test Booklet		$ .29 each
Manuals		.49 each

. . . . . .

Miscellaneous

CUMULATIVE RECORD FOLDERS

This letter size folder enables you to concentrate in one place all the pertinent information about a pupil. Space for information about a pupil from kindergarten through high school.

CUMULATIVE RECORD FOLDERS	NET PRICE
Folders	.14 each

MEIER ART JUDGMENT TEST — **GRADES Jr. Hi. & Sr. Hi.**

This test consists of a book of 100 pairs of pictures printed by a special process resembling etching, and a record sheet containing instructions, statements of difference between pairs of pictures and a means of recording pupil judgment.

MEIR ART JUDGMENT TEST	NET PRICE
Test Booklets	$2.00 per book
Test record sheets	.12 each
Manuals Scoring Key	1.57 each

PENCILS, Electrographic

For marking separate answer sheets that are to be machine scored. These have the appearance of ordinary lead pencils—are not mechanical and require no refilling.

	NET PRICE
Pencils	$ 4.31 per 36

INDEX

Academic Promise Test 9
Adjective Check List (Gough) 67
Anderson-Fisk Chemistry 53
Aptitude Test for Occupations 59
Army General Classification (Civilian edition) 9
Basic Skills in Arithmetic 35
Bell Adjustment Inventory 67
Bernreuter Personality Inventory 67
Breslich Algebra Survey 35
California Achievement Batteries 23
California Algebra Aptitude 35
California Arithmetic 35
California Diagnostic Reading Scale 41
California Language 33
California Phonics Survey 33
California Reading 41
California Test of Mental Maturity, Short Form 9
California Test of Personality 67
Columbia Mental Maturity Scale 10
Comprehensive Test of Basic Skills (CTBS) 24
Comprehensive Test of Basic Skills—Arithmetic 36
Comprehensive Test of Basic Skills—Language 34
Comprehensive Tes of Basic Skills—Reading 43
Comprehensive Test of Basic Skills—Study Skills 55
Contemporary Mathematics Test 36
Cooperative English 34
Cooperative Foreign Language Tests 31
Cooperative Mathematics Tests 37
Cooperative Science Tests 53
Cooperative Social Studies Tests 55
Crary American History 55

Cummings World History 55
Cumulative Record Folders 71
Detroit Beginning First-Grade Intelligence 11
Diagnostic Reading: Survey Section 42
Differential Aptitude Test (DAT) 59
Doren Diagnostic Reading 43
Durrell Analysis of Reading Difficulty 43
Durrell Sullivan Reading Achievement 44
Durrell-Sullivan Reading Capacity and Achievement 44
Flanagan Aptitude Classification Test (FACT) 60
Gates-MacGinitie Readiness Skills Test 44
Gates-MacGinitie Reading Tests 44
Gates-Peardon Reading Exercises 46
Goodenough-Harris Drawing Test 11
Gordon Personal Profile 68
Gordon Personal Inventory 68
Gray Oral Reading Test 46
Gray Oral Reading Check Test 47
Gray Oral Reading Paragraphs 47
Henmon-Nelson Mental Ability 11
Iowa Algebra Aptitude 38
Iowa Algebra Aptitude (Third Edition) 38
Iowa High School Content Examination 25
Iowa Silent Reading 47
Iowa Test of Basic Skills 26
Iowa Test of Educational Development (ITED) 26
Kuder Occupational 63
Kuder Preference Record—Personal 63
Kuder Preference Record—Vocational 64
Kuhlmann-Anderson Intelligence 11
Kuhlman-Finch Intelligence 12
Lankton First-Year Algebra 39

Lee-Clark Reading Readiness 47
Lee Test of Algebraic Ability 39
Lorge-Thorndike Intelligence 13
McCall-Crabbs Standard Test Lessons in Reading 48
Meier Art Judgment 71
Metropolitan Achievement Batteries 27
Metropolitan Arithmetic 39
Metropolitan Reading 49
Metropolitan Readiness, 1964-65 14
Minnesota Counseling Inventory 68
Mooney Problem Check List 69
Murphy-Durrell Reading Readiness Analysis 49
Nelson Biology 53
Nelson Denny Reading 49
Occupational Interest Inventory 61
Ohio State University Psychological Test 15
Otis-Lennon Mental Ability Test 15
Otis Quick-Scoring Mental Ability 16
Otis Self-Administering Mental Ability 16
Peabody Picture Vocabulary 17
Pencils, Electrographic 71
Pintner-Cunningham, Primary 17
Pintner General Ability 17
Quick Word Test 17
Read General Science 54
Revised Beta Examination 18
School-College Ability Tests (SCAT) 18
Sequential Tests of Educational Ability (STEP) 30
Slosson Intelligence Test (SIT) 20
SRA Primary Mental Abilities 19
SRA Reading Record 50
Stanford Achievement Batteries 29

Stanford Arithmetic 40
Stanford Diagnostic Arithmetic 39
Stanford-Binet Intelligence Scale 20
Stanford Diagnostic Reading 50
Stanford Reading 50
Stanford Science Test 54
Stanford Social Studies 55
Thurstone Temperament Schedule 69

Chapel Hill
Site of the University
of
North Carolina
which first
opened its doors
in January
1795